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ABSTRACT

The activities of the third year of the Bilingual Education for Student Achievement (BESA) Project, conducted by the San Mateo County (California) Office of Education is described. The first section provides a brief description of the program, of which the major purpose was to provide English language instruction for limited-English-proficient (LEP) students to facilitate the transition from their primary language to English and improve achievement in regular classes. Evaluation procedures, including school observations analysis of test scores, and other data gathering procedures are described in the second section. Actual activities taking place in three school districts (Cabrillo Unified School District, Sequoia Union High School District, and South San Francisco Unified School District) are described in the next three sections. The sixth section presents report findings from the county offices, and the seventh section presents questions used during evaluations. A review of longitudinal data collected at the secondary level is presented in the eighth section. Among overall conclusions and recommendations offered in the last two sections were the need to: review the use of materials and provide inservice or assistance for teachers and aides using those materials; develop a dissemination process to make BESA staff aware of most effective programs and activities; provide training for data collection methods for the parent component of the program; and explore the availability of appropriate instruments and measures to assess the achievement level of LEP students. (CB)

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FINAL REPORT

SAN MATEO COUNTY OFFICE OF EDUCATION

BILINGUAL EDUCATION FOR STUDENT ACHIEVEMENT
(B.E.S.A.)

Third Project Year 1985-86

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December 10, 1986

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ABSTRACT

The San Mateo County Office of Education Bilingual Cross Cultural Department was the Local Education Agency for the Bilingual Education for Student Achievement (B.E.S.A.) program in San Mateo County. Eight schools in the project continued to use the objectives and activities that were prepared during the first year of implementation with modifications or adjustments where appropriate and/or necessary.

	Number of LEP Students Participating
o Cabrillo Unified School District	
1. Cunha Intermediate School	53
2. Half Moon Bay High School	60
o Sequoia Union High School District	
3. Carlmont High School	19
4. Menlo Atherton High School	160
5. Sequoia High School	175
o South San Francisco Unified School District	
6. Parkway Junior High School	118
7. South San Francisco High School	325
8. Spruce Elementary School	300

A total of 1210 students were served during the third year of the project. In all schools there were programs for English language instruction for the LEP students in order to provide the transition from the students' primary language to English language. The major purpose of the program was to facilitate the students' success in regular classes. At all schools a set of common components were included as part of the program:

- English as a Second Language
- Multicultural
- Staff Development
- Parent/Community

Aside from the common components individual schools included other components specific to their situations, for example, Basic Skills, Career Education, and Science.

Programs were implemented in both the elementary and secondary schools where students were either taught in a "bilingual" or "transitional" classroom environment. All eight schools maintained a bilingual language center/lab and/or multicultural resource center. A wide variety of instructional methods and materials were used in the teaching of ESL at both the elementary and secondary levels. As observed by the evaluators, the bilingual learning basic skill labs at South San Francisco, Spruce Elementary, Sequoia High School, and Cunha Intermediate proved to be successful instructional concepts that helped LEP students develop or improve their basic English oral language skills.

The IDEA instructional program at most of the schools proved to be a good program for instructing LEP students in English language concepts. However, at some schools the IDEA materials were not used in the prescribed manner as the diagnostic/prescriptive use of the materials was not in evidence and student profiles were not maintained. Some form of inservice for some teachers/aides was suggested.

The evaluators observed that bilingual program coordinators, resource teachers, and aides presented learning activities that were, for the most part, well-organized and appropriate for LEP students. It was noted by the evaluators that teachers seemed to be committed to meeting the needs of the LEP students. Some teachers were enrolled in the Spanish/Cantonese language training classes so that they could communicate with students and parents.

At all schools some of the program objectives were attained while others were not attained. However, at all of the schools in the consortium, individual student achievement was documented in all of the basic skill areas: English as a Second Language, reading, and mathematics.

In the Bilingual Language Labs and transitional classrooms, English as a Second Language, reading and math report card grades were used as indications of success. The data collected showed that a group of grade 11 students who had participated in the Title VII program at So. San Francisco High School for two years earned a group Grade Point Average (G.P.A.) of 3.0 in regular English classes -- a commendable accomplishment.

At all schools the multicultural component was interwoven into the bilingual program. Multicultural activities and cultural units were presented in the bilingual lab or social studies classes at the secondary level, or were a part of an integrated lesson plan at the elementary level. Multicultural activities and recognition had become an integral part of the instructional program at all schools.

A finding from the first year of the program continued to be evident. Participation of parents in school activities and Advisory Committees was directly related to the amount of time expended by a community liaison, or by each school's bilingual program coordinator and/or resource teacher. An example of the direct impact that a parent/community liaison had on parents' participation in school programs was the involvement of the Parent/Community Liaison at So. San Francisco High School in parent/community activities. More parents were directly involved in school and community activities at So. San Francisco High School than at other participating Title VII schools in the county. Some of those activities included bilingual conference attendance, bilingual program review/legislation, student learning techniques, school dances/activities, compliance review, and evaluation. Another example of a liaison's direct support was observed in the parent/community component. A consultant from the San Mateo County Office of Education assisted at Sequoia and Cabrillo School Districts by encouraging parents to participate at Parent Advisory Committee meetings, and by making home visits to help solve school-related problems or concerns.

After a review of the data, observations and discussions with bilingual staff, the following recommendations are indicated:

- In some schools the IDEA materials were not used in the prescribed manner. It is recommended that the use of IDEA be reviewed and that, if necessary, some form of inservice or assistance be provided for teachers and aides in the most effective use of the IDEA program.

- Some very effective programs/activities were observed in some of the consortium schools. It is recommended that a process be developed so that all B.E.S.A. staff are made aware of the most beneficial aspects of school programs.

- At some schools data collection for the parent component was not complete. It is recommended that the evaluators provide some form of training session prior to the compilation and reporting of data related to the parent/community component.

- Achievement test scores for LEP students resulting from school or district testing programs, in many cases, are not an accurate measure of student performance level. It is recommended that the County Office staff and the evaluators together explore the availability of appropriate instruments or procedures to measure the achievement level of LEP students.

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INTRODUCTION

The evaluation report for the school year 1985-86 presents a summary of the Bilingual Education for Student Achievement (B.E.S.A.) program results for the third year of the Title VII bilingual project. The San Mateo County Office of Education was the Local Educational Agency (LEA) for the schools participating in the bilingual consortium and, as the LEA, implemented all administrative services required for the project during the school year 1985-86.

The project was planned to provide LEP students with a smooth transition from first language acquisition to second language acquisition. The development of English language skills at both the elementary and secondary levels was emphasized in order to provide the students with the tools they would need to meet academic requirements of the school in which they were enrolled.

The program had to comply with some state-mandated regulations. The California State Department of Education has a policy that home language proficiency tests be administered to identify the Limited English Proficient (LEP) pupil population in the schools. Norm-referenced tests were also used to determine students' basic skills abilities and literacy in the content areas of reading and math -- an assessment that helps determine, as required by the state, readiness for reclassification. Essay writing in the secondary schools was also required as a part of the state's proficiency assessment policies in order to measure students' skills in the areas of grammar, mechanics, content and organization. The Title VII project, thus, was a blend of federal and state guidelines.

PROGRAM DESCRIPTION

Schools in the bilingual consortium continued to use their own objectives and activities developed during the first year of the project, with some changes or modifications. The district/schools that participated in the consortium were as follows:

- Cabrillo Unified School District

  1. Cunha Intermediate School
  2. Half Moon Bay High School

- Sequoia Union High School District

  3. Carlmont High School
  4. Menlo Atherton High School
  5. Sequoia High School

- South San Francisco Unified School District

    6. Parkway Junior High School
    7. South San Francisco High School
    8. Spruce Elementary School

For each school that participated in the B.E.S.A. project there was a bilingual resource teacher and/or a principal who insured project implementation at the school sites. These staff members also were the liaison between their individual schools and the San Mateo County Office LEA staff members.

Common instructional components were included as a part of the B.E.S.A. program for each school in the program as follows:

- English as a Second Language
- Multicultural
- Staff Development
- Parent/Community

Instructional aides, mostly Spanish, assisted the teachers with the instructional program for the LEP student, as well as providing support and direct instruction. In addition, at some schools, for example, So. San Francisco High School, peer tutors were used to assist students. Teachers who participated in the program had a bilingual credential or were on waiver and some attended bilingual language classes in order to meet the state licensing requirements.

The IDEA program was included in the English as a Second Language (ESL) classrooms and bilingual labs. The program was used extensively in the elementary and junior high schools as well as in one of the high schools. The degree of emphasis on the IDEA program varied from school to school, classroom to classroom, and the need for its use was determined by the classroom teacher or Bilingual Resource Teacher.

Services provided by the County Office staff were a part of the following specific program components:

- Instructional - English as a Second Language
- Instructional - Multicultural curriculum
- Staff Development
- Parent Community
- Bilingual Program Budget

EVALUATION PROCEDURES

Monitoring the implementation of the B.E.S.A. project was a major part of the evaluation process. Two evaluators from the Planning, Development and Evaluation Department of the San Mateo County Office of Education observed in the classroom, discussed program objectives and activities with bilingual personnel, attended multicultural activities, attended some Advisory Committee meetings, and gathered data by observing records, logs and questionnaires to verify that program implementation did occur.

After the school observation visit, a detailed interim report was prepared and sent to school and County Office personnel by the evaluators. In addition to the written interim reports, discussions with bilingual personnel were held at the schools regarding the on-site observations and any areas of concern.

Objectives written for the B.E.S.A. proposal continued to serve as a focus for the evaluation report. Data, as stipulated in the objectives, were collected to allow the evaluators to determine the degree to which objectives were attained and the bilingual program implemented. Some test score data were available from a range of instruments in order to provide information for the evaluation report.

- **Bilingual Syntax Measure (BSM):** The BSM was designed to measure children's oral proficiency in English and/or Spanish grammatical structures by using natural speech as a basis for making a judgment regarding a student's English language proficiency. There were five levels of oral language proficiency and ranged from Level 1, where the child neither spoke nor comprehended the language in which the test was being administered, to Level 5, where the child was as proficient as his peers who were native speakers of that language.

- **Language Assessment Scales:** The LAS is a convergent assessment measure that provides an overall picture of oral linguistic proficiency based on a student's performance across four linguistic sub-systems.

- **Comprehensive Tests of Basic Skills (CTBS) - English:** For each level of the norm-referenced standardized CTBS, the achievement tests measured those skills common to all curricula. The complete battery contained tests in the content areas of reading, language and mathematics.

- **Individualized Developmental English Activities (IDEA) - English:** This program gave assistance and support to students and teachers in either a bilingual or an English as a Second Language setting. It was also appropriate for low-language ability children in a special educational setting. It is also a management system with techniques and activities for teaching English in a developmental sequence. For the students, each level of progression developed his/her vocabulary, his/her understanding of English, and his/her ability to express himself/herself orally using English.

- **Stanford Achievement Test - Reading and Math** - This test is a series of comprehensive achievement tests designed to measure the important learning outcomes of the school curriculum at different levels in the educational sequence.

- **Nelson Reading Test:** This test assesses reading ability of students in grades 9-12 and is used to screen for accelerated or special help programs, and for diagnosis. Subtests include reading comprehension, vocabulary and reading rate.

Data collected from the administration of instruments listed above served as the basis for some of the tables and discussions included in the school-level reports presented in this evaluation report. Also, data to help determine program accomplishments were obtained from the review of records, logs, meetings and on-site observations.

For the Cabrillo and South San Francisco School Districts data collected are for each school and presented separately. However, for Sequoia Union High School District the data collected for the individual schools are presented together, as all of the schools in this district participating in the bilingual program had the same program objectives.

The following format was used in this evalution report:

- o Introduction
- o Program Description
- o Evaluation Procedures
- o School Level Reports:

  - Program Description
  - Bilingual Program Implementation Observations
  - Program Objectives/Findings/Conclusions
  - General Conclusions for each school

- o County Level Reports:

  - Program Description
  - Program Objectives/Findings/Conclusions
  - General Conclusions for each school

- o Evaluation Questions
- o Longitudinal Study/Comparison Review of Data
- o Overall General Conclusions
- o Recommendations

Data gathering forms were prepared by the evaluators and then the information collected was used to measure the attainment of the B.E.S.A. program objectives and to answer evaluation questions. The most accurate reflection of program accomplishments are for those district/schools whose bilingual program personnel not only fully implemented the B.E.S.A. program but also fully reported the results.

SCHOOL LEVEL REPORTS

CABRILLO UNIFIED SCHOOL DISTRICT

As a part of the B.E.S.A. Title VII consortium, two schools in the Cabrillo Unified School District participated during the 1985-86 school year - one intermediate school and one high school:

- Cunha Intermediate School
- Half Moon Bay High School

For each school in the consortium a bilingual program description, program implementation observations, and program objectives, findings, and conclusions are presented.

CUNHA INTERMEDIATE SCHOOL

Program Description

According to the Migrant Education Coordinator/Bilingual Resource Teacher, Nilda Garcia, and records maintained, 53 LEP students in grades 6, 7 and 8 participated in the bilingual program at Cunha, and at least ten of these students participated in the Special Education program. A total of $28,069 was budgeted for the implementation of the bilingual program at Cunha. Instructional components which were written into the project for the third and final year, 1985-86, were as follows:

- English Reading
- English as a Second Language/Oral Language Development
- Mathematics
- Multicultural
- Career Education
- Parent/Community
- Science

In order for Cunha Intermediate LEP students to complete the transition to a successful English-only academic experience, an Individualized Learning Plan was prepared and signed by each classroom teacher. Students were then assigned to regular departmentalized classrooms, except where ESL classes were indicated. They were then placed into ESL classes according to their level of English proficiency, either at Level I, Level II, Level III, or Level IV. Level I students received two periods per day of ESL instruction using several different programs, New Horizons or the IDEA kit. Level II students were pulled out of their regular language programs two periods a week for small group assistance with vocabulary and composition instructional activities. The Level III students received intervention by the classroom teacher as necessary, and the Level IV students were in the process of reclassification. LEP students were mainstreamed wherever possible and the support of the bilingual aide was provided where the needs were the greatest. ESL instruction was provided in a self-contained classroom staffed with two bilingual aides, including one bilingual teacher on waiver.

CUNHA INTERMEDIATE SCHOOL

Bilingual Program Implementation Observations

The evaluator visited the Title VII program classrooms during the third and final year of the project. The purpose of the observation visit was to determine if the bilingual program activities listed in the proposal were being implemented as stated, and to gather information for the final evaluation of the Title VII program.

Visit May 7, 1986:

The following is a list of classrooms that were scheduled and observed during this date:

Period	Class	Teacher	Inst. Aide	Room
3	Reading 6th	Toschi	A. Reid	C-2
4	Science 7th	Michelony	B. Thompson	D-8
4	ESL	Kelly (sub.)	B. Thompson	
6	Tutorial	Ketterer	B. Thompson	D-1
7	Math 6th	Biklen	A. Reid	E-5
6	Soc. Studies 7th	Dorfman	B. Thompson	

The evaluator met with the Principal, Mary Ellen Powell, and Nilda Garcia, Migrant Education Coordinator/Bilingual Resource Teacher, before visiting each of the above classes. According to the Principal and the Bilingual Resource Teacher, two Title VII, EIA, General Fund aides provided support to bilingual teachers by assisting with small group instruction in bilingual classes. A total of approximately 53 LEP students were a part of the Title VII bilingual program at Cunha for school year 1985-86. Students were observed in mainstreamed/departmentalized classrooms with bilingual aide support.

According to Mrs. Garcia, the Youth Employment Program counselors from San Mateo County were scheduled to present materials in the area of job search, and to assist Cunha students in securing jobs from May 14 through May 21, 1986. Students were apprised of the skills necessary to be placed in the work area, and provision was made for training those students interested in specific areas.

CUNHA INTERMEDIATE SCHOOL (continued)

Both the Principal and the Bilingual Resource Teacher indicated that there was a very important need for a parent liaison at Cunha Intermediate and that Hector Serrano, Consultant, San Mateo County Office of Education, was assisting in that role by making home calls to parents and counseling students when necessary.

Several cultural activities have occurred during the school year as follows:

- On December 13, 1985, Christmas carols in both English and Spanish were sung by students from Cunha. Mrs. Ketterer's class designed the props and backdrops. Students brought in robes and hats. A parent potluck dinner was planned after the performance and students from Cunha provided the entertainment. Twenty-five parents were in attendance.

- Another activity involved eight LEP females who presented a play about the conflict between a rich and a poor girl. Mrs. Burks' class of 4th grade students sang songs. Hector Serrano, San Mateo County Office of Education Consultant, encouraged twenty-five parents to attend this event.

- A Cinco de Mayo celebration in the community and potluck dinner involved several students from Cunha.

The principal noted that students' assimilation into the school community has improved dramatically. This school year all LEP students were involved in P.E., and there were not as many "pockets" of LEP students standing together as in the past. The principal felt this is partly due to more academics and demanding more of a commitment from the LEP students.

Two weeks previous the principal indicated that incoming freshmen from Cunha attended orientation at Half Moon Bay High School -- 18 LEP students were involved. Students met in the Resource Center of Half Moon Bay High School and the agenda included expectations of the students, operation, scheduling, and purpose of the resource room. Senior students guided individual tours and LEP students then met with teachers.

A Summer School program was in the process of being planned for K-5 Migrant/Title VII students at Hatch Elementary. Classes offered during this five-hour, six-week session were: ESL reading, math, language arts, and the sciences. Lunch and busing were also provided.

According to Mrs. Garcia, Bilingual staff at Cunha would prefer more inservice activities, provided by the San Mateo County Office of Education, such as Berty Segal's TPR inservice or Phillip Gonzales's ESL writing workshop. Two Title VII instructional aides attended Berty Segal's workshop.

Reading - 3rd period:

The evaluator observed the Reading class taught by Mrs. Toschi with the assistance of the bilingual aide. Seven LEP and three NEP students were observed in the classroom. According to the aide, 10-15 minutes were devoted each day to leisure silent reading. For part of the period twice per week LEP students visited the Title VII office to listen to tapes and complete worksheets in either Spanish or English. In addition, these LEP students could complete assignments from other classes as well. As a part of the reading program LEP students selected both English and Spanish books from the the school library. Two or three oral book reports were required during the school year. Students presented their book reports in either Spanish or English, which the teacher felt helps the students to build their self-confidence. However, for the NEP students a spelling assignment in lieu of the reading assignment was scheduled. NEP students' spelling lesson includes finding the word in the dictionary, pronunciation, and knowing the meaning of the word. Students were then tested by the aide.

Packets of instructional materials in the reading class were in English not in Spanish, and the Bilingual Aide discussed all of the materials being used with the students. One packet of materials were completed by students during the week, for example, an assignment on "cause and effect" was in the process of being completed.

The textbook, "Star Flight," Scott Foresman, English only, was accompanied by a workbook following each unit. The "Star Flight" workbook included vocabulary words, glossary words, introductory words, scrambled words, and crossword puzzles using vocabulary words.

During this period small groups of two to three students each were involved in presenting commercials orally to the class group. These presentations were being videotaped by the teacher. The Bilingual Aide helped three LEP girls finalize their commercial before they presented it to the class group. The teacher discussed with the class the type of presentations accomplished thus far: the first one was presented by the student alone, and the second commercial was accomplished with partners and props. The teacher wanted students to see the difference between the two types of presentations: "What do you notice is different," "What was different about the acting?" According to the teacher, the video presentations have helped students gain self-confidence and communication skills.

Science:

Out of a total of 26 students eleven students were LEP. The teacher was in the process of explaining to students the circulatory system leading to the heart, using both a videotape and the Life Science text as students took notes. The teacher stopped the video to emphasize a point and used the chalkboard so that students could grasp a concept; for example, the complexity of the circulatory system for energy, growth and repair and that it works because of water. Discussion by the teacher about the heart chambers and vessels, and blood typing ensued. The aide, at times, restated a question or answer in Spanish so that LEP students would better understand the statement, "Iron poor blood - What happens to red blood cells? Oxygen doesn't get to the rest of the body." The teacher continued the discussion and gave examples of the heart and the electrical impulses from the central nervous system, and the use of a pacemaker. Again the teacher discussed each area after the video presentation.

ESL - 4th Period:

A substitute teacher and bilingual aide were working in small groups of three students each in the ESL classroom. During a regular class period students were divided into three groups using Spanish reinforcement for NEP students and "Steps to English," books 2 and 4, for groups two and three. The Bilingual aide used the IDEA program as she reviewed colors with one 8th grade student and two 6th grade students. Students in this group also wrote their names on the chalkboard. During one activity on body parts from the IDEA program the aide used Total Physical Response as she directed students to "touch their hips," etc. IDEA program student profiles are being maintained and staff was in the process of reclassifying several students.

The substitute teacher was working with three students as they took turns reading their own developed sentences to the group. Four students were working independently on a written assignment from the text, and another student was using the text, "Steps to English" -- contractions. The Bilingual aide indicated that Title VII funds were used to purchase library materials, such as Peter Pan, Helen Keller, Ben Hur, and Heidi. In addition highlights of American History were also presented during this class with videotapes of famous plays. LEP students also performed in plays for parents to help them gain self-confidence, and were involved in preparing the backdrops as well as making the costumes.

Tutorial - 6th Period:

The evaluator observed a presentation by the Youth Employment Program to students in the Tutorial program taught by Mrs. Ketterer to 20 LEP students. Salary, hours per day, and eligibility requirements were part of the discussion between YEP staff and students. In addition self-concept, values and filling out application were a part of the YEP objectives.

The teacher, Mrs. Ketterer, explained to the evaluator that she purchased resource materials in Social Science and Social Studies with Title VII funds to be used with tutorial students at the lower levels. Students in this class were expected to complete a major research paper in 8th grade which required an outline, and then every outline statement had to be changed into paragraph form. Topic for the paper was "Immigration" - self esteem - why attitude problems against immigrants began years ago. Two aides were present to assist students in the 6th, 7th and 8th grade groups.

Math - 7th Period:

Seven LEP students were observed in the structured transitional math class. "Math for Mastery" was the text used in this class in both English and Spanish. Individualized instruction was provided by the math teacher, Mr. Biklen, but the class this particular day was being taught by a substitute. According to the aide, Mrs. Reid, the regular math teacher assigned a group lesson and then gave examples in English. Homework was then assigned for new concepts, to make sure students understood. Those LEP students who did not understand a math problem were given special assistance by Mrs. Reid. Students were working on a decimal assignment. The bilingual aide translated, for several LEP students, English word problems into Spanish. According to the aide, every math assignment counts for five points for all students in the class -- grades are determined by the total number of points at the end of the school year.

Social Studies - 7th Period:

Five LEP students were observed in Mr. Dorfman's Social Studies class. The teacher was in the process of administering a vocabulary quiz, as the bilingual aide assisted one student with the assignment. Students were very attentive. According to the teacher, students have been involved in a number of simulations regarding economics, and the court/judicial system. The evaluator observed a computer agenda prepared each day by the teacher, and distributed to the students indicating interesting happenings on that particular date, bits of history, questions about a particular country, Social Studies assignment statement and homework assignment for students. According to Mr. Dorfman, the agenda provided students with an exact statement about the lesson for the entire year, so that students had a record of the assignment and expectations of the class. Research library assignments were also included in the class objectives. Students study the world trouble spots, concept of students' role in society, etc., according to Mr. Dorfman. After the test was administered the teacher had students correct the papers of each other and then reviewed the answers with students, as a group, as the Bilingual aide assisted as appropriate.

Parent/Community:

The Migrant Education and the Bilingual Education Parent Advisory Meetings were combined for the Cabrillo Unified School District, and involved parents from Cunha Intermediate and Half Moon Bay High School as well as Hatch Elementary. Some of the parents of children in either or both of these programs attended the Parent Advisory meetings, which were scheduled on a monthly basis, and parents were notified by letter several weeks in advance of each meeting. Nilda Garcia, acting as both Migrant Education Coordinator and Bilingual Resource Teacher, was responsible for scheduling meetings. Parent meeting notices were sent to parents in both English and Spanish and apprised parents of the date, time, place and purpose of the meetings. The notices also emphasized the importance of parents participating and contributing to their child's education. Mr. Hector Serrano, Consultant, San Mateo County Office of Education, played an important role in counseling with parents and students, and encouraged parents to participate in their childrens' education. Another notice sent at the beginning of the school year apprised parents of the dates that Parent Advisory Committee meetings would be conducted:

- October 10, 1985
- October 24, 1985 (election of officers)
- December 19, 1985
- January 16, 1986
- February 20, 1986
- March 20, 1986
- April 17, 1986
- May 15, 1986
- June 12, 1986

The first meeting was scheduled on October 10, 1985 at 7:00 in the Hatch Elementary Multipurpose Room, where twelve parents were in attendance. The purpose of the meeting was to explain the bilingual program, organize the Parent Advisory Committee, elect officers and introduce new bilingual program staff members. Several staff members were present: B. J. Mackle, Principal of Hatch School, Dan Milligan, Bilingual Resource Teacher at Half Moon Bay High School, and two instructional aides, Rita Evans and Fatima Rocha from Hatch and Cunha schools. Mercedes Vasques, Support Services aide, also attended the meeting. Agenda items included an update on the AMAE Conference in San Jose, Nov. 7th thru 9th and parents were asked to attend. The president from the World Bookcraft Company spoke on "the importance of the parent in education." He also provided parents with Spanish literature to assist them with ideas on how to help their children. The purpose and role of the Parent Advisory Committee meetings was explained to the group present.

On October 24, 1986 at 7:00 P.M. in the multipurpose room of Hatch Elementary School, eighteen parents attended a special Parent Advisory meeting to elect officers and representatives to serve on various district and county committees. Half Moon Bay High School officers elected were Javier Santiago and Guadalupe Segura. Cunha Intermediate School officers were Alica Ruiz and Margarito Gonzales. In addition to the elections, Hector Serrano, San Mateo County Office of Education

Consultant, was introduced and he informed parents that he would be contacting and working with them and their children at the secondary level. Stressed at this meeting was the lack of parent participation and a need was expressed to involve more parents in the meetings.

A notice was sent to parents on December 13, 1985 to inform them of the Christmas potluck dinner scheduled for December 19, 1985 in the Hatch School multipurpose room. Parents were requested to bring a dish to share. A total of eighteen parents participated in the dinner. A group of students from Cunha School provided the entertainment.

On January 10, 1986 the Parent Advisory Committee, twenty-two parents, met at Hatch School multipurpose room to hear Carlos Gonzales from San Mateo County Mental Health. Other agenda items included discussions from a representative of the Catholic Social Service about migrants and refugees. Parents were apprised of the annual conference for migrant parents at the Pacifica Hotel in Los Angeles, California, on March 21, 22, and 23, 1986.

On February 20, 1986 the Parent Advisory Committee met at the multipurpose room in Hatch School; thirty-six parents were in attendance. Gloria Valdivieso, Title VII Coordinator, San Mateo County Office of Education, Nelva Martinez, Parent/Community Liaison from So. San Francisco School District, Carlos Gonzales, Department of Mental Health, Earl McMaster, Assistant Superintendent in Cabrillo Elementary School District, Hector Serrano, San Mateo County Office of Education Consultant, and instructional aide Julie McGowan were present at this meeting. Agenda items included discussion about the identification process for bilingual students, Title VII program and the mental health program.

On April 2, 1986 the Parent Advisory Committee Meeting was scheduled and thirty-three parents were in attendance. Agenda items included registration of Kindergarten students, revision of the bilingual program, the process of reclassification of bilingual students, Cinco de Mayo celebration and discussion of upcoming events and activities.

Conclusions: As observed by the evaluator the Title VII program at Cunha Intermediate School was being implemented and appears to be well-integrated into the total school program. The administrator, teachers and aides, working cooperatively with the Migrant Education Coordinator/Bilingual Resource Teacher, were providing the LEP students a high quality program. The program is multi-faceted and with the inclusion of the parent component is a total school-community program. Of special note is the assimilation of the LEP students into the student-body with a dramatic reduction in the voluntary isolation of groups of Hispanic students. The summer school program is another indication of the consideration that the administration and staff have been giving to the education of the LEP students. Parent attendance at the Parent Advisory Committee meetings has increased with the support of Hector Serrano, Consultant, San Mateo County Office of Education, who counseled both parents and students in the bilingual program.

CUNHA INTERMEDIATE SCHOOL

Program Objectives/Findings/Conclusions

Data was collected for the seven instructional components, objectives and activities listed in the bilingual project for Cunha Intermediate School (see Program Description). Presented below are the objectives, findings and conclusions for each objective.

COMPONENT - ENGLISH READING:

Objective: By June of each year, students in the program, in English reading, in grades 6, 7, and 8, will improve their English reading skills. The results of the Stanford Achievement Test test will be used to measure attainment from post test. The following percentiles for the various English proficiency results of students will be used:

- Level I	**1-9%ile**
- Level II	**10-30%ile**
- Level III	**31-40%ile***
- Level IV & Level V	**41-Over***

***Over 36%ile students can be mainstreamed into regular classrooms.**

Findings: Total Reading pre- and posttest scores were obtained for students in grades 6, 7, and 8, in March, 1986, in the various levels of English proficiency. Scores were not available for two 6th grade students in Special Education or one 6th grade student who recently enrolled. One 6th grade student had two different tests administered (CTBS/SAT). Three students had only pre- or posttest scores available, but not both. Additionally, scores were not available for three 7th grade students in Special Education, one student who recently enrolled, and one student who dropped during the second semester. Furthermore, three 7th grade students had only pre- or posttest scores available, but not both, and for one 7th grade student there were no SAT scores available. For five 8th grade Special Education students, SAT scores were not available, and for six 8th grade students only pre- or posttest scores were available.

Two tables are presented on the following pages for students in grades 6, 7, and 8 to show gains as determined by both pre- and posttest percentile scores.

CUNHA INTERMEDIATE SCHOOL (continued)

ENGLISH READING - PRE/POSTTEST

English Profic. Level	Grade Level	N	PRETEST %ile Rank Range	PRETEST %ile Rank Mean	POSTTEST %ile Rank Range	POSTTEST %ile Rank Mean	MEAN GAIN %ile Rank
I	6	0					
	7	2	6-10	8	2-2	2	+4
	8	0					
II	6	0					
	7	0					
	8	0					
III	6	1	46-46	46	2-2	2	-44
	7	2	0-30	15	9-19	14	-2
	8	2	22-28	25	17-19	18	-11
IV	6	2	4-46	25	16-26	21	+6
	7	4	20-30	26	6-38	23	-9
	8	1					
V	6	5	4-46	25	20-50	27	+12
	7	4	8-54	38	1-32	17	-73
	8	2	26-30	28	31-42	36	+12

CUNHA INTERMEDIATE SCHOOL (continued)

ENGLISH READING

English Profic. Level	Grade	Total N	Percentile Rank Range Number of Students 1-9 Pre	Post	10-30 Pre	Post	31-40 Pre	Post	41-over Pre	Post
I	6	0								
	7	2	1	2	1					
	8	0								
II	6	0								
	7	0								
	8	0								
III	6	1		1					1	
	7	2	1	1	1	1				
	8	2		1	2	1				
IV	6	2			2	2				
	7	4		1	4	1		2		
	8	1			1			1		
V	6	5	1		2	4	1		1	1
	7	4	1	1	2	2		1	1	
	8	2			2			1		1

A review of the above two tables indicate that of the eight 6th grade students for whom pre- and posttest data were available only one Grade 6 Level III student scored within the stated percentile range at pretest (46th %ile), but decreased 44 percentile points at posttest (2nd %ile), and one 6th grade Level V English proficient student scored within the required percentile range from pretest to posttest (46th & 50th %iles).

For thirteen grade 7 students for whom pre- and posttest data were available, two Level I grade 7 students fell within the required range (1-9%ile), but their pre- to posttest scores decreased between 4 and 8 percentile points. One Level III grade 7 student's percentile rank increased by 9 points, but his percentile score was two ranges below the required percentile rank range at his level of proficiency. Another student's percentile score, at the same level of proficiency, decreased by 11 points and was one range below the required percentile rank range (31-40%ile). Two Level IV grade 7 students were at the stated percentile rank range at posttest (30-40%ile), and one Level V grade 7 student was within the percentile rank range (49-over) at pretest, and another Level V student was within the required (49-over) range at posttest. Three LEP grade 7 students at Level IV decreased between 8 to 22 percentile points from pre- to posttest, but one student increased five percentile points.

For five grade 8 students for whom pre- and posttest scores were available, one Level IV student fell within the stated range (31-40%ile) at posttest, even though the student's percentile score dropped three points from pre- to posttest, and two students in Level V were between the required range (31-40%ile and over), at posttest. Furthermore, both Level V grade 8 students increased their percentile scores form 1 to 24 points from pre- to posttest.

Conclusions: The objective was not met as written. The data indicate that for the eight 6th grade students for whom pre- and posttest percentile scores were available, two students, one at pretest and another student at both pre- and posttest, scored in the stated percentile range listed in the objective.

However, four of the thirteen 7th grade students for whom pre- and posttest scores were generated, did fall within the percentile rank range for their level of English proficiency.

In grade 8, for the five LEP students for whom data was obtained, two students were within the stated range according to their level of English proficiency.

Overall, out of a total of twenty-six grade 6, 7, and 8 students, eight, or 31%, attained the objective as written. However, because of the noticeable decrease of students' pre- to posttest scores, across grade level, it is suggested by the evaluators that a more appropriate instrument should be sought to assess LEP students' reading skills.

COMPONENT - ENGLISH AS A SECOND LANGUAGE/ORAL LANGUAGE DEVELOPMENT:

Objective: Project students in grade 6-8 will acquire the basic English language skills as identified for that particular grade level as demonstrated by the following average gains on the IDEA continuum:

- **Level I - complete IDEA Level 4**
- **Level II - complete IDEA Level 5**
- **Level III - complete IDEA Level 8**

Students will be working on English language skills. After meeting exit criteria, Level III students are placed in the language arts continuum. Level IV students will receive help as needed in the Learning Lab. Data from the students' profile cards will be used to determine the average number of skills mastered.

Findings: The IDEA program was used as a strategy that would help integrate the middle school LEP students into full participation in the regular classroom activities as expediently as possible. The IDEA program allowed each student to move at his/her own rate of learning through an individualized continuum of learning skills. The IDEA program tasks were sequenced for students so that they could progress from survival in a school setting through the home and into the community -- each level of progression developed the students' vocabulary, understanding of English -- following directions, descriptive words, grammatic structure, articulation, and ability to express himself/herself orally using English. Placement tests were administered for each objective in the program, and the Individual Pupil Profile Cards were used by staff to record the progress of each student throughout the entire program. IDEA program beginning and ending levels (Level I to Level VIII) of attainment were not available for grade 6 students. However, data was available for grade 7 and 8 students for students' IDEA program beginning level only.

CUNHA INTERMEDIATE SCHOOL (continued)

IDEA CONTINUUM

Language Profic. Level	Grade	Total N	IDEA Beginning Level - Number of Students							
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
I	6									
	7	2			1	1				
	8	1			1					
II	6									
	7									
	8									
III	6									
	7	2			1		1			
	8	2		1		1				
IV	6									
	7	4		1		1			1	1
	8	3							2	1
V	6									
	7	4						3	1	
	8	3							1	2
	Total	21		2	3	3	1	3	5	4

As mentioned in the above narrative 6th grade IDEA test scores were not available for either beginning or ending levels of the IDEA program, and for 7th and 8th grade LEP students only the beginning levels for the IDEA program were available, which are indicated in the above chart. In addition, both beginning and ending levels were recorded for only one 7th grade Level I English proficient student who gained one level in the IDEA program (Level II to Level III) and a Level 3 English proficient student student who remained at the same level - IDEA program Level III. Three 8th grade students had both their beginning and ending IDEA levels recorded - the first student at Level 3 English proficieny gained one level in the IDEA program (Level II to Level III), the second Level 3 English proficient student gained three levels in the IDEA program (Level IV to Level VII), and the third a Level 5 English proficient student remained on Level VII of the IDEA program.

Conclusions: The objective was not attained as written. As measured by the IDEA instructional materials none of the students' English language skills reached the proficiency that was projected. It is recommended that if the IDEA program is to be used to assess students' English oral language development that teachers and aides follow through with the complete program assessment and complete the student's IDEA profile cards as required. In addition, perhaps a review of the IDEA instructional materials and placement tests would be appropriate to make sure the program is addressing the English oral language needs of the students.

CUNHA INTERMEDIATE SCHOOL (continued)

COMPONENT - MATHEMATICS:

Objective: By June of each year, LEP project students in grades 6, 7, 8 will demonstrate growth in math as measured by the SAT math computation subtest administered at the end of the year. The following percentiles for the mathematics computation subtest results for students identified as Level I, II, III or IV will be used as the criteria:

- Level I - 1-9%ile - Level III - 31-40%ile
- Level II - 10-30%ile - Level IV - 41%ile-above

Findings: The Stanford Achievement Mathematics Computation test was administered to the various students in various language proficiency levels, I through V, as posttest only in March, 1986. The results of the testing are presented below in summary form for each LEP level by grade.

STANFORD DIAGNOSTIC MATHEMATICS TEST

Language Profic. Level	Grade Level	Total N	Percentiles 1-9 N	10-30 N	31-40 N	41-above N
I	6					
	7	3	1	1	1	
	8	1	1			
	Total	4	2	1	1	
II	6	0				
	7	0				
	8	0				
	Total	0				
III	6	1	1			
	7	2	2			
	8	3	1			2
	Total	6	4			2
IV	6	3		1	1	1
	7	4	1	1		2
	8	3			1	2
	Total	10	1	2	2	5
V	6	5		1	3	1
	7	4	2		1	1
	8	2	1			1
	Total	11	3	1	4	3
	TOTAL	31				

CUNHA INTERMEDIATE SCHOOL (continued)

A review of the above table indicates that of the twenty-one LEP students across grade level, for whom math posttest scores were recorded, four Level I students across grade level reached or exceeded the expected criteria indicated in the objective (Level I students - 1-9%ile) for the mathematics portion of the test. One Grade 6, two Grade 7 and one Grade 8 Level III English proficient students did not reach the expected criterion indicated in the objective, however, two grade 8 students were one level above the stated criterion, 41%ile-above. For students in Level IV English proficiency five students did not meet the criterion, but five students were at or above the stated criterion. For students in Level V English proficiency seven students did not meet the criterion, but three students were at or above the expected criterion. It is to be noted that several percentile scores for students in grade 8 were at the 80th percentile or above.

Conclusions: The objective dealing with mathematics was attained for 18 out of 31 students, or 58%, across grade levels. Specifically, all four students at Level I for whom test scores were recorded, across grade levels, attained the objective; and 14 students at Levels II through V, for whom test scores were recorded, equalled or surpassed expectations in math computation. As posttest only scores were recorded, a comparison to pretest scores was not available.

COMPONENT - MULTICULTURAL:

Objective: By June of each year, 90% of all LEP project students will make an in-depth study of one culture. Various aspects of that culture will be compared and contrasted with the equivalent aspects of the dominant culture. Possible cultures to be studied include: a) Mexican, b) Portuguese, c) Japanese, d) Chinese, e) Native American, f) Filipino, and g) Italian. Students will prepare an in-depth study of one culture and obtain a report card grade of "C" or better with "C" equivalent to a course content percentage score of 75-80.

Findings: Students, in grades 6, 7, and 8, prepared one indepth study of the various cultures listed below. Report card grades were reported for each grade level for each culture studied. Presented below is a list of the cultures included and the number of students involved:

Grade	Total Number of Students	Culture Studied	June Report Card Grade A	B	C	D	F
6	11	Central America South America Canada United States	1	6	4	0	0
7	11	United States	0	2	5	1	3
8	13	United States American Indian Black (U.S.) European Middle Eastern Asian	1	1	11	0	0
Total	35		2	9	20	1	3

A review of the above table indicated that students studied a variety of cultures which differed across grade level. Of the 35 LEP students for whom report card data was reported, 31 students, or 86%, of the students attained a report card grade of "C" or better. One student received a "D" and three students received an "F." In addition to the multicultural units introduced in the classroom, cultural activities were scheduled within the school environment -- see Bilingual Program Implementation Observations.

Conclusions: The objective was not attained, but a high percentage of students, 88%, prepared an indepth study of at least one culture. For students in grades 6 and 8 a study of more than one culture was completed, which would indicate that specific attention was directed toward the multicultural component of the Title VII program. Students in grade 7 studied the culture of the United States. In addition, three out of 35 students, for whom report grades were reported, did not complete the multicultural indepth study.

COMPONENT - CAREER EDUCATION:

Objective: By June of each year, at least 90% of all students in the program will have explored a minimum of one career interest as demonstrated by the completion of an oral or written report in Spanish, or English. Review of the teacher log of students' work will be used to determine if students have completed tasks.

Findings: Career education data were recorded for 8th grade students only. Career education units centered around law, civil service, agriculture, advertising and computers. Out of the 13 eighth grade students who participated, 8, or 62%, of the students explored a minimum of one career interest. Students in grades 6 and 7 did not participate in career education activities.

Conclusions: The objective was not attained as not all students in grades 6, 7 and 8 participated in career exploration as stated in the objective. The data reported also indicated that there was no emphasis placed on the career education component for students in grades 6 and 7, but that students in grade 8 were very much involved.

COMPONENT - PARENT/COMMUNITY:

Objective: By October, 1985, a combined district/school Parent Advisory Board will have been established with parents of LEP students from each school including as active participants at least 5 parents from each school who will attend each meeting. A meeting will be scheduled once per month with agendas to include: 2) review of project; 2) parent education programs; 3) participants' budget analysis; 4) program evaluation.

Findings: According to the records maintained by the Migrant Education Coordinator/Bilingual Resource Teacher, Nilda Garcia, Bilingual Advisory Parent Meetings were conducted in conjunction with the Migrant Education Parent Meetings. All meetings were held at Hatch Elementary School. Nine meetings were scheduled and and conducted. At the October 24, 1985 meeting, officers were elected for the entire school year. Parent meeting notices were sent to parents in both English and Spanish to apprise parents of the date, time, place and purpose of the meetings. Notices also emphasized the importance of parents' participation and contribution to their child's education. From the evaluator's on-site observations it was noted that Hector Serrano, Consultant (parent-liaison) was partly responsible for the increase in parent attendance, as he made home calls and counseled with both parents and students, encouraging parents to be a part of their child's educational experience. Minutes of the meetings showed that the following topics were discussed:

- bilingual program
- organization of Parent Advisory Committee
- election of officers
- presentation on San Mateo County Mental Health program
- discussions from representatives of the Catholic Social Service
- identification process for bilingual students
- registration of Kindergarten students
- revision of bilingual program

Presented below is the schedule of the nine meetings and school activities where students participated, indicating date, number of parents attending, location and activity or agenda items discussed.

CUNHA INTERMEDIATE SCHOOL (continued)

Date	N Parents Attending	Location	Agenda Items Discussed
10/85	1	H.M.B.H.	- School Night
10/10/85	18	Hatch Elem.	- guest speaker, Title VII bilingual program
10/24/85	20	Hatch Elem.	- election of officers, AMAE conference
11/14/85	31	Hatch Elem.	- parent conferences, grades guest speakers
12/19/85	20	Hatch Elem.	- Xmas presentation by Cunha students
1/16/86	22	Hatch Elem.	- new program at HMBHS by mental health, bilingual program
2/20/86	36	Hatch Elem.	- Asst. Superintendent Home language survey, student language identification
3/12-23/86	1	Hatch Elem.	- State Migrant Parent Conf.
5/5/86	34	Hatch Elem.	- Cinco de Mayo celebration, performance by Cunha students
6/12/86	40	Hatch Elem.	- Summer school, future plans, parent certificates presented

The combined Parent Advisory Board was established and the data showed that topics of substance were introduced at the meetings. Parent/Community component activities were implemented as a conscious attempt to involve the parents of the LEP students in the program. Additional information regarding Parent Advisory Committee Meetings can be located in the Bilingual Program Implementation Observations for Cunha Middle School.

Conclusions: The objective was attained, as an average of 23 parents attended each meeting where documentation was available. Parents were elected to the Parent Advisory Board, and agendas were prepared covering areas of the bilingual program, Mental Health program, Catholic Social Service, etc. It was apparent that the parent/community component received specific attention.

COMPONENT - SCIENCE:

Objective: By June of each year, 90% of the LEP students in the regular science classes will have completed 75% of the science units as taught in the regular class. For Grade 6 physical science and grade 7-8 life science, a grade of "C" or better with the "C" equivalent to a course percentage of 75-80 is required.

Findings: Science grades were reported for the LEP students in grades 6, 7, and 8. However, not all LEP students had class schedules that included science and some of the Grade 6 students were enrolled in "Exploratories."

SCIENCE REPORT CARD GRADES

Grade	Total N	A N	B N	C N	D N	F N
6	3	2	0	1	0	0
7	13	1	0	7	3	2
8	8	0	0	1	3	4
Total	24	3	0	9	6	6

The data reported in the table above indicates that 12 students, or 50%, who were enrolled in science or "Exploratories," and for whom report card grades were reported, received a grade of "C" or better. Conversely, 50 percent, or 12 students, received a "D" or "F."

Conclusions: The objective was not attained as only 50% of the students earned a grade of "C" or better. The fact that more than half of the students received a grade of "D" or less indicated that science was not a strong area in the instructional program for some LEP students. A review of the curriculum and instructional materials would be appropriate.

CUNHA INTERMEDIATE SCHOOL

General Conclusions

The B.E.S.A. program at Cunha Intermediate School was successfully implemented for LEP students in grades 6, 7, and 8, under the direction of Nilda Garcia, Migrant Education Coordinator/Bilingual Resource Teacher. As observed by the evaluators, the Title VII program at Cunha Intermediate School appeared to be well-integrated into the total school program. Two bilingual instructional aides provided English oral language instruction/materials to small groups of bilingual students in a self-contained classroom, under the direction of a bilingual teacher.

Of the seven instructional objectives written in the bilingual program, two objectives were attained or attained by some students but not the total group.

- MATHEMATICS: Overall, 18 out of 31, or 58%, of the LEP students, attained the objective according to the students' identified level of English language proficiency. According to the data collected from the Stanford Achievement Test math computation results, the objective was attained for all, 4, of Level I English language proficient students, for whom information was provided. In addition, the objective was attained for 14 out of 27, Level II through Level V English language proficient students across grade level, for whom test scores were provided, who either equalled or surpassed expectations in the area of math computation, e.g., several grade 8 students scored at the 80th percentile or above.

- PARENT/COMMUNITY: The objective was attained, as an average of 23 parents attended each meeting where documentation was available. Parents were elected to the Parent Advisory Board, and agendas were prepared covering the Title VII program, Mental Health program, Catholic Social Service, etc. It was apparent that the parent/community component received specific attention.

The five objectives that were not attained are summarized below:

- ENGLISH READING: The objective was not met for 18, or 69%, of the LEP students. However, 31%, or 8, students did attain the objective. It appears that a review of the Stanford Achivement Test being used to measure LEP students' English reading ability, and or expectations for students in reading be conducted prior to the preparation of objectives.

- ENGLISH AS A SECOND LANGUAGE/ORAL LANGUAGE DEVELOPMENT: The objective, which required use of the IDEA English oral language materials, was not attained, as none of the students reached the criterion projected in the objective. It is recommended that if the IDEA program instructional materials are to be used that staff follow through with the complete program assessment for LEP students as required.

- MULTICULTURAL: The objective was not attained as written, 90% and obtain a report card grade of "C" or better. A high percentage of students, 88%, prepared an indepth study of at least one culture, which would indicate that attention was directed toward the multicultural component.

- CAREER EDUCATION: The objective as written, that 90% of the students would explore one career, was not attained. For 6th and 7th grade students the emphasis was not placed upon career education activities. However, eighth grade students were involved in exploring a career in depth, and 62% of the students participated in career education activities.

- SCIENCE: The objective was not attained, 50%, or 12, out of the 24 LEP students for whom information was collected, earned a report card grade of "C" or better in the Science/Exploratories content area, compared to the objective criterion which stated 90% of the LEP students would receive a "C" or better.

The school principal, Mary Ellen Powell, teachers and aides, were providing LEP students an appropriate bilingual program. The program was multi-faceted and, with the inclusion of the parent component, was a total school-community program. According to Mrs. Powell and Mrs. Garcia, of special note was the assimilation of the LEP students into the regular student-body which has resulted in a dramatic reduction of the voluntary isolation of Hispanic student groups. The summer school program is another indication of the consideration that the administration and staff have been giving to the education of the LEP students. Furthermore, parent attendance at the Parent Advisory Committee Meetings has increased with the support of Hector Serrano, Consultant, San Mateo County Office of Education, who counseled both parents and students in the bilingual program.

HALF MOON BAY HIGH SCHOOL

Program Description

According to the Migrant Education Coordinator/Bilingual Resource Teacher, Nilda Garcia, 60 LEP students in grades 9 through 12 participated in the B.E.S.A. program at Half Moon Bay High School, with four of the students also in the Special Education program. A total of $36,457 was budgeted for the implementation of the bilingual program at Half Moon Bay High School. Four instructional components, which were written into the project for the third and final year, 1985-86, were as follows:

- Bilingual Learning Center
- Multicultural
- Career Center
- Parent Community

A resource center was established to serve the LEP students in the departmentalized grades 9 through 12 at Half Moon Bay High School and included texts and materials for small group and individualized instruction in English as a Second Language. Mr. Dan Milligan, Bilingual Resource Teacher, taught one English period class to those students who were basically non-English speaking students. The teacher had four periods a day devoted to ESL for LEP students. LEP students attended the resource center for at least one period daily for tutoring in basic skill areas. The resource center program was designed to allow bilingual students the means to attain the basic skills for the graduation requirements as set forth by the California State Department of Education, and to allow students to obtain assistance/support in other classroom assignments. Two instructional aides assisted LEP students and the bilingual resource teacher, Dan Milligan, in the bilingual resource center.

HALF MOON BAY HIGH SCHOOL

Bilingual Program Implementation Observations

This observation report is a part of the third and last year of the project. The purpose of this interim report is to determine if the bilingual program activities listed in the proposal were actually being implemented as stated, and to gather information for the final evaluation of the Title VII program.

Visit April 22, 1986:

The evaluators visited the Title VII Bilingual Learning Center, which was under the direction of Dan Milligan, full-time district funded Bilingual Resource Teacher, and in addition, Nilda Garcia, Migrant Education Coordinator/Bilingual Resource Teacher.

Bilingual students were mainstreamed into the regular school day, but received support in their academic subjects and English language skill development in the bilingual Learning Center. Sixty bilingual students were enrolled in the Bilingual Learning Center program. The Home Language Survey was administered as a part of school registration requirements, and the Language Assessment Survey was administered to determine bilingual students' oral language proficiency. As of this date there were no bilingual students who were reclassfied.

During the Bilingual Learning Center observations the evaluators discussed the Title VII program with Dan Milligan, as well as Nilda Garcia, Migrant Education Coordinator/Bilingual Resource Teacher. The evaluators observed approximately 15 students in the Level I ESL third period class -- Bilingual Learning Center. The first period class began at 8:00 A.M. and continued for a fifty-five minute period. Students were scheduled into the Learning Center for six periods during the day. Bilingual students scheduled into the center receive assistance with homework and other assignments in U.S. History, Government, and math in order to assist them in meeting graduation requirements. In addition, assistance was also provided for students taking biology and upper level English classes.

Two instructional aides, one Title VII Spanish aide and one monolingual English aide, provided six hours of instructional assistance. One aide, in addition to working in the Learning Center, provided assistance to the teacher for Bilingual students in the U.S. History and Government class.

According to Mr. Milligan, there were eight graduating seniors for school year 1985-86, and that was the largest number of seniors graduating to date. These graduating seniors planned their own graduation festivities outside of school, including a dance and potluck. A fund raising event was planned for those bilingual students who were campaigning for Cinco de Mayo queen. Tickets were sold by each queen candidate and prizes were raffled. Migrant Education support services aide provided transportation when needed during the campaigning activities. According to Nilda Garcia, parents were very supportive.

Mr. Milligan also indicated that Bilingual male students this school year have a strong identity with soccer, as most of the team members are LEP. Two bilingual female students were involved on baseball and volleyball teams.

The Title VII San Mateo County Office of Education Consultant, Hector Serrano, made home visits and provided assistance to parents and students regarding students' academic progress. As noted by Nilda Garcia, this assistance has had an impact upon the truancy rate which has decreased for bilingual students. In addition, Mr. Serrano provided transportation for parents to and from Parent Advisory Committee Meetings.

Several bilingual teachers, several aides and the Bilingual Resource Teacher attended staff development inservice workshops: County Office ESL workshops, and Total Physical Response - Berty Segal. One parent attended a migrant parent conference in Los Angeles.

For students in grades 9-12 a special third hour tutorial ESL class for improving Bilingual students' interpersonal and communication skills was conducted. Carlos Gonzales, San Mateo County Mental Health agency, instructed students in both English and Spanish in developing these skills.

According to Nilda Garcia, strengthening of Bilingual students' ESL skills will involve the sheltered English program in Social Studies classes next school year. In addition, instructional materials in two ESL levels for the U.S. History class were purchased.

Staff development activities related to bilingual education, according to Mr. Milligan, included attendance at the following bilingual conferences: CABE and AMAE, and at ESL workshops. Attendance at these workshops provided Mr. Milligan with ideas for helping bilingual students succeed in mainstream classes.

Bilingual Learning Center:

Four groups of students were observed by the evaluators in the Bilingual Learning Center. One large group of seven students were being directed by the teacher as he reviewed students' homework assignments. The teacher shared and discussed students' assignments which dealt with correct sentence structure. Students then recited their homework and the teacher corrected each student when necessary in English. The instructional texts, Side by Side and Everyday English, were used in the Bilingual Learning Center. English through guided conversations, traditional grammar drills with contextual dialogues and meaningful conversation exchanges within carefully structured grammatical frameworks were a part of the lesson. The Side by Side workbooks were distributed and students reviewed the answers to previously completed assignments regarding "past continuous." Each item in the workbook was addressed as the teacher verbally stated the incomplete sentences to the students as each student responded with a complete sentence; for example, teacher's question: "What was Michael doing?" student's response: "He was waiting for the bus." Discussion continued with the teacher and students working on reflective pronouns and prepositions. The teacher used Total Physical Response (TPR) instructional techniques to describe a vocabulary word or statement. Mr. Milligan instructed the students to rewrite their paragraphs as a homework assignment. According to the teacher, two days per week were devoted to English grammar.

An instructional activity, according to Mr. Milligan, involved students in the Learning Center who completed career awareness activities for JOB-O during the month of January. The activity led to an evaluation of students' understanding of common occupations and helped in guiding their educational planning toward future employment. In addition, students used the computer career awareness software program Discover, and spent approximately two hours in total, during the third period, with the school counselor reviewing the results.

Another group in the Bilingual Learning Center was being instructed by the Migrant Education aide. She worked with two students and assisted them with a U.S. History assignment on the "War of 1812." A third group of three students was working independently on a math assignment. One student was being assisted by the Bilingual aide with an English assignment.

Parent Component:

The Migrant Education and the Bilingual Education Parent Advisory Meetings are combined for the Cabrillo Unified School District. Some of the parents of children in either or both of these programs attended the Parent Advisory Meetings, which were scheduled on a monthly basis, and parents were notified by letter several weeks in advance of each meeting. Nilda Garcia, both Migrant Education Coordinator and Bilingual Resource Teacher, was responsible for scheduling meetings. Parent meeting notices were sent to parents in both English and Spanish and apprised parents of the date, time, place and purpose of the meetings. The notices also emphasized the importance of parents participating and contributing to their child's education. Another notice sent at the beginning of the school year apprised parents of the dates that Parent Advisory Committee meetings would be conducted:

- October 10, 1985
- October 24, 1985 (election of officers meeting)
- December 19, 1985
- January 16, 1986

HALF MOON BAY HIGH SCHOOL (continued)

- February 20, 1986
- March 20, 1986
- April 17, 1986
- May 15, 1986
- June 12, 1986

The first meeting was scheduled on October 10, 1985 at 7:00 in the Hatch Elementary Multipurpose Room where twelve parents were in attendance. The purpose of the meeting was to explain the bilingual program, organize the Parent Advisory Committee, elect officers and introduce new bilingual program staff members. Several staff members were present: B. J. Mackle, Principal of Hatch School, Dan Milligan, Bilingual Resource Teacher at Half Moon Bay High School, two instructional aides, Rita Evans and Fatima Rocha from Hatch and Cunha schools. Mercedes Vasques, Support Services aide, also attended the meeting. Agenda items included an update on the AMAE Conference in San Jose, Nov. 7th thru 9th and parents were asked to attend. The president from the World Bookcraft Company spoke on "the importance of the parent in education." He also provided parents with Spanish literature to assist them with ideas on how to help their children. The purpose and role of the Parent Advisory Committee meetings was explained to the group present.

On October 24, 1986 at 7:00 P.M. in the multipurpose room of Hatch Elementary School, eighteen parents attended a special Parent Advisory meeting to elect officers and representatives to serve on various district and county committees. Half Moon Bay High School officers elected were Javier Santiago and Guadalupe Segura. Cunha Intermediate School officers were Alica Ruiz and Margarito Gonzales. In addition to the elections, Hector Serrano, San Mateo County Office of Education Consultant, was introduced and he discussed with parents that he would be contacting and working with them and their children at the secondary level. Stressed at this meeting was the lack of parent participation and a need was expressed to involve more parents in the meetings.

A notice was sent to parents on December 13, 1985 to inform them of the Christmas potluck dinner scheduled for December 19, 1985 in the Hatch School multipurpose room. Parents were requested to bring a dish to share. A total of eighteen parents participated in the dinner. A group of students from Cunha School provided the entertainment.

On January 10, 1986 the Parent Advisory Committee, twenty-two parents, met at Hatch School multipurpose room to hear Carlos Gonzales from San Mateo County Mental Health. Other agenda items included discussions from a representative of the Catholic Social Service about migrants and refugees. Parents were apprised of the annual conference for migrant parents at the Pacifica Hotel in Los Angeles, California, on March 21, 22, and 23, 1986.

On February 20, 1986 the Parent Advisory Committee met at the multipurpose room in Hatch School; thirty-six parents were in attendance. Gloria Valdivieso, Title VII Coordinator, San Mateo County Office of Education, Nelva Martinez, Parent/Community Liaison from So. San Francisco School District, Carlos Gonzales, Department of Mental Health, Earl McMaster, Director in Cabrillo Elementary School District, Hector Serrano, San Mateo County Office of Education Consultant, and instructional aide Julie McGowan were present at this meeting. Agenda items included discussion about the identification process for bilingual students, Title VII program and the mental health program.

On April 2, 1986 the Parent Advisory Committee Meeting was scheduled and thirty-three parents were in attendance. Agenda items included registration of Kindergarten students, revision of the bilingual program, the process of reclassification of bilingual students, Cinco de Mayo celebration and discussion of upcoming events and activities.

Nilda Garcia planned to review previous attendance of parents at the Parent Advisory Committee Meetings and select all of those parents who attended all parent meetings and recognize them with an award, as well as the eight graduating seniors. One graduating senior was recognized with a Bank of America award.

Conclusions: The bilingual program objectives and activities were being implemented at Half Moon Bay High School for the third year of the bilingual project. A Learning Center was established and sixty students in departmentalized classes, grades 9 through 12, were scheduled into one or two periods per day, depending upon students' English language needs. As observed by the evaluators, two instructional aides provided instructional assistance to small groups of bilingual students in the Learning Center. The instruction in the Learning Center provided bilingual students attending with experiences that were planned to help them improve their English language, listening and speaking skills and basic grammar skills.

The Bilingual Program, conducted under the direction of Dan Milligan, Bilingual Resource Teacher, was being conducted with much preparation and thought, as well as providing bilingual students with the basic skills necessary in order to succeed in mainstream classes. The teacher seemed genuinely interested in assisting students in all aspects of their school work. The parent component was being addressed at an appropriate level by Nilda Garcia, Migrant Education Coordinator/Bilingual Resource Teacher, with the support of Hector Serrano, San Mateo County Office of Education Consultant. Mr. Serrano's visits to the homes of bilingual students to discuss students' progress has helped reduce bilingual students' truancy rate at Half Moon Bay High School.

HALF MOON BAY HIGH SCHOOL

Program Objectives/Findings/Conclusions

Data were collected for the four instructional components, objectives and activities listed in the bilingual project for Half Moon Bay High School (see program description). Presented below are the objectives, findings and conclusions for each objective listed in the project:

COMPONENT - BILINGUAL LEARNING CENTER:

Objective: Students in grades 9-12 who are not able to function in a regular classroom due to lack of English and who have a LEP designation will be assigned at least one period daily in the Bilingual Learning Center. Participants attending the center will develop their basic skills in English to the extent that they can function in the regular classroom as shown by pre and post measurement of their basic language skills. All LEP students attending the Bilingual Learning Center will earn a passing grade (D or better) in basic English language skills.

Findings: A review of LEP students final June report card grades in the basic English language skills for those students assigned to the Bilingual Learning Center, one period per day, were obtained and a summary is presented below by grade level:

BASIC ENGLISH LANGUAGE SKILL GRADES

Grade	Total	A		B		C		D		F	
	B	N	%	N	%	N	%	N	%	N	%
9	10	3	30	2	20	3	30	1	10	1	10
10	15	3	20	4	27	7	47	0	0	1	7
11	9	3	33	3	33	2	22	0	0	1	11
12	6	3	50	3	50	0	0	0	0	0	0
Total	40	12	30	12	30	12	30	1	3	3	8

Of the forty LEP students, across grade level, for whom report card grades were reported and who were scheduled into the Bilingual Learning Center, 36, or 90%, earned a passing grade of "C" or better in English language skills, 1 student, or 3%, earned a "D", and 3 students, or 8%, received an "F". Six seniors or 12th grade students for whom test scores were reported received exceptional report card grades in English language skills, 100% received report cards of "A" or "B." Overall, across grade level, 60% of the students received an "A" or "B" in their Bilingual Learning Center English language skills.

HALF MOON BAY HIGH SCHOOL (continued)

Conclusions: The objective as written was not attained, that all LEP students attending the Bilingual Learning Center would receive a "D" or better. However, the majority of students, 91%, demonstrated achievement by earning a passing grade in the class. It was noted that all grade 12 students had succeeded. The indication was that the students, in general, were succeeding in improving in their basic skills in English.

COMPONENT - CAREER CENTER:

Objective: By the end of the school year, 1985, each LEP student participtating in the program will become knowledgeable about careers. This application will be evidenced by the following: 80% of the students will complete the appropriate career level as measured by teacher records as follows:

Level I students - career exploration
Level II students - indepth study of a career
Level III students - work experience/on job training as appropriate

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Findings: According to the records reviewed by the evaluators, the career center offered a three phase cluster exploratory for students in grades 9 through 12 as follows: a) Level I - interest survey, b) Level II cluster focus - software program Discover, and c) Level III - counselor evaluation of student's actual on the job experience. Students across grade level were involved in one or both of the above career awareness activities as listed below. JOB-O assesed each student's aspirations and interests and identified appropriate career and occupational choices, as well as the interpersonal and physical characteristics of the occupations. Three 9th grade Special Education students and one 10th grade Special Education student were not involved in these career awareness activities according to the records provided.

Grade Level	Total N	Career Awareness Activity Level I JOB-O	Level II Discover	Level III Work Explor.
9	10	10	1	1*
10	17	6	15	1*
11	10	8	1	1*
12	7	5	0	2*
Total	44	29	17	5

*List of type of work exploration - Level III:

Grade 9 - Restaurant (1 student)
Grade 10 - Restaurant (1 student)
Grade 11 - ROP auto mechanics (1 student)
Grade 12 - Clerk - day care center (1 student)
Day care worker (1 student)

A review of the table above indicates that for all of the 44 students in the program 42 completed at least one career awareness activity. Some of the figures are duplicated counts as some LEP students participated in one, two or three of the various career exploration activities at the different levels. Of the 44 students participating there were only two grade 11 students who did not participate in the career awareness activities. Of the ten 9th grade students participating, one 9th grade student was involved in all three levels of career center activities. Of the seventeen 10th grade students participating, five students were involved in more than one career awareness activity. Of the ten 11th grade students participating, one 11th grade student was involved in three different career center activities. Of the seven 12th grade students participating all were involved in either Level I Job-O or Level III work exploration. The Level III Work Exploration aspect of the program involved LEP students who were placed in actual work experiences within the community. However, even though the number of students involved was small, 5, the activity was a realistic approach to educating students about career opportunities.

Conclusions: The objective on career awareness activities was attained as written which stated that 80% of the students would complete an appropriate career level as measured by the teacher's records. A review of the records indicated a total of 44 out of the 46 students for whom data was available, or 96%, completed the appropriate career awareness level. It was observed that five students participated in and benefited from the career awareness activities including actual on the job experiences in community businesses, e.g., restaurants, ROP auto mechanics, day care center clerk and worker.

COMPONENT - MULTICULTURAL:

Objective: All LEP students in Social Studies classes will be involved in activities which reflect the culture of the LEP students as well as the other cultures represented in the community. By June, 1986, students will have been involved in studying a minimum of 2 cultures. Teacher records will show the involvement of the students.

Findings: LEP grade 9 through 12 students in Social Studies classes studied various cultures as a part of the Social Studies curriculum. Some of the following cultures of various countries/areas were included in the units of study.

- American
- American Indian
- American Subculture
- Chicano
- Chinese
- Mexican
- Middle East
- Northern European
- Portuguese
- South East Asia
- Spain/Italy

A summary of the number of cultures studied by LEP students across grade level is presented below.

Grade	Total Student N	NUMBER OF CULTURES STUDIED 2	3	4	5	6+
9	10	0	1	5	1	3
10	17	0	0	5	4	8
11	10	0	0	4	3	3
12	7	2	0	0	5	0
Total	44	2	1	14	13	14

All LEP students were involved in activities/studies reflective of the cultures of other groups. Students across grade levels participated in the study of at least two cultures as indicated in the table above. Actually most students, 41, or 93%, participated in the study of four or more cultures from the list above.

Conclusions: The objective was attained, all of the 44 students for whom data was provided were involved in the study of at least two cultures as presented in the Social Studies class instruction. Students who were involved in Special Education instructional activities were not included in the activities.

COMPONENT - PARENT/COMMUNITY:

Objective: By October, 1985, a combined district/school Parent Advisory Board will have been established with parents of LEP students from each school included as active participants. At least 5 parents from each school will attend each meeting. A meeting will be scheduled once per month with agendas to include 1) review of project, 2) parent education programs, 3) participate in budget analysis, and 4) program evaluation.

Findings: According to the records maintained by the Migrant Education Coordinator/Bilingual Resource Teacher, Nilda Garcia, Bilingual Advisory Parent Meetings were conducted in conjunction with the Migrant Education Parent Meetings. Nine meetings were scheduled and conducted at Hatch Elementary School. At the October 24, 1985 meeting officers were elected for the entire school year. Parent meeting notices were sent to parents in both English and Spanish to apprise parents of the date, time, place and purpose of the meetings. Notices also emphasized the importance of parents' participation and contribution to their child's education. From the evaluator's on-site observations it was noted that Hector Serrano, Consultant (parent-liaison) was partly responsible for the increase in parent attendance as he made home calls and counselled with both parents and students, encouraging parents to be a part of their child's educational experience. Minutes of the meetings showed that the following topics were discussed:

- bilingual program
- organization of Parent Advisory Committee
- election of officers
- presentation on San Mateo County Mental Health program
- discussions from representatives of the Catholic Social Service
- identification process for bilingual students
- registration of Kindergarten students
- revision of bilingual program

Presented on the following page is the schedule of the nine meetings and school activities where parents participated, indicating date, number of parents attending, location and activity or agenda items discussed.

HALF MOON BAY HIGH SCHOOL (continued)

Date	N Parents Attending	Location	Agenda Items Discussed
10/85	1	H.M.B.H.	- School Night
10/10/85	18	Hatch Elem.	- guest speaker, Title VII bilingual program
10/24/85	20	Hatch Elem.	- election of officers, AMAE conference
11/14/85	31	Hatch Elem.	- parent conferences, grades guest speakers
12/19/85	20	Hatch Elem.	- Xmas presentation by Cunha students
1/16/86	22	Hatch Elem.	- new program at HMBHS by mental health, bilingual program
2/20/86	36	Hatch Elem.	- Asst. Superintendent Home language survey, student language identification
3/12-23/86	1	Hatch Elem.	- State Migrant Parent Conf.
5/5/86	34	Hatch Elem.	- Cinco de Mayo celebration, performance by Cunha students
6/12/86	40	Hatch Elem.	- Summer school, future plans, parent certificates presented.

The combined Parent Advisory Board was established and the data showed that topics of substance were introduced at the meetings. Parent/Community component activities were implemented as a conscious attempt to involve the parents of the LEP students in the program. Additional information regarding Parent Advisory Committee Meetings can be located in the Bilingual Program Implementation Observations for Cunha Middle School.

Conclusions: The objective was attained as an average of 23 parents attended each meeting where documentation was available. Parents were elected to the Parent Advisory Board, and agendas were prepared covering areas of the bilingual program, Mental Health program, Catholic Social Service, etc. It was apparent that the parent/community component received specific attention.

HALF MOON BAY HIGH SCHOOL

General Conclusions

The B.E.S.A. program at Half Moon Bay High School was successfully implemented. The bilingual program was coordinated and directed by Nilda Garcia, with the assistance of Dan Milligan, Bilingual Resource Teacher, for the third year of the project. LEP students grade 9-12 in the departmentalized instructional program were scheduled into the resource center for at least one period daily depending upon students' English language needs. As observed by the evaluators, two instructional aides provided instructional assistance to small groups of bilingual students in the Learning Center. The instruction in the Learning Center provided bilingual students attending with experiences that were planned to help them improve their English language, listening and speaking skills, as well as basic grammar skills.

Of the four instructional objectives in the Half Moon Bay High School bilingual program, three objectives were attained:

- CAREER CENTER: 96% of the LEP students completed the appropriate career awareness activities

- MULTICULTURAL: 100% of the LEP students were involved in a study of at least two cultures, e.g., American Indian, Chicano, Chinese, Middle East, Portuguese, etc.

- PARENT/COMMUNITY: Parents were elected to the Parent Advisory Board representing Half Moon Bay High School and meetings were held on ten different occasions during the school year in conjunction with the Migrant Education program. An average of 23 parents attended the meetings from Half Moon Bay High School, Cunha Intermediate and Hatch Elementary.

One objective was not attained:

- BILINGUAL LEARNING CENTER - ENGLISH LANGUAGE SKILLS: The Bilingual Learning Center objective as written was not attained, as not ALL students earned a passing grade of "D" or better. However, for LEP students in the Bilingual Learning Center, 90% did pass their English language skills earning a "C" or better, with only one student obtaining a report card grade of "D." Three students, or 8%, failed their English language skills in the Bilingual Learning Center. In English language skills, for a great number of LEP students, achievement was demonstrated.

The bilingual program as observed by the evaluators, under Dan Milligan's direction, was being conducted with much planning and organization, and provided bilingual students with the basic skills necessary in order to succeed in the mainstream classes. The teacher seemed genuinely interested in assisting students in all aspects of their school work.

The parent component was being addressed at an appropriate level by Nilda Garcia, Migrant Education Coordinator/Bilingual Resource Teacher, with the support of Hector Serrano, San Mateo County Office of Education Consultant. Mr. Serrano's visits to the homes of bilingual students to discuss students' progress has helped reduce bilingual students' truancy rate at Half Moon Bay High School. The use of the County Office of Education Parent Consultant also proved to be successful. In the Level II Work Exploration as a part of the Career Awareness activities, there were five students who worked, part-time, in the community as a part of their career exploration activities -- a commendable and realistic approach to educating students to the world of work.

SEQUOIA UNION HIGH SCHOOL DISTRICT

As a part of the B.E.S.A. Title VII consortium during the third year of the project, 1985-86, three high schools within the Sequoia Union High School District participated.

- Carlmont High School
- Menlo-Atherton High School
- Sequoia Union High School

Presented below and on the following pages is a description of the overall bilingual program implemented at each school in the Sequoia Union High School District, a summary of the bilingual program implementation observations by the evaluators, and the program objectives, findings and conclusions for the three schools in the program.

Program Description

For the third year of the bilingual program, there continued to be an overall need in the Sequoia Union High School District for developing programs related to the increase in the number of LEP students at Carlmont, Menlo-Atherton and Sequoia High Schools. The major languages of the students served in the bilingual program were Spanish, Vietnamese, Tongan, Filipino, Japanese, and Chinese. Two goals continued to be paramount in the district bilingual program: 1) to teach English to the LEP student in the most efficient manner, and 2) to assist the LEP student to become functional members of the school society. In total, two resource bilingual teachers, nine bilingual classroom teachers (paid from District funds), one counselor, and four bilingual aides were employed and assigned to the participating schools in the bilingual project. At each school site, bilingual Spanish resource teachers and bilingual instructional aides provided English instruction to the LEP students on a daily basis in the content areas of English, social studies, math and reading. In addition, district-wide coordination and articulation of the bilingual program were provided by the Director of Special Projects.

A total of approximately 354 LEP students, in grades 9 through 12, participated in the B.E.S.A. program in the Sequoia Union High School District -- Carlmont - 19, Menlo Atherton - 160, and Sequoia - 175. The total amount budgeted for the implementation of the B.E.S.A. program at Sequoia Union High School District was $142,809, and was apportioned to each participating high school according to the number of students participating. In addition, funds were budgeted for a bilingual counselor, in the amount of $39,259. Instructional components written into Sequoia District's bilingual program for the 1983-84 school year were as follows:

- Basic Bilingual Instruction/Entry and Exit - ESL
- Cultural Interaction
- Staffing for the Bilingual Classroom
- Parent/Community Involvement
- District-wide Coordination

Using the instructional content areas listed above, the bilingual program was implemented at each of the three high schools in the district and included program activities specific to the local situation at each school.

Carlmont High School:

The bilingual program implemented at Carlmont was comprised of three English as a Second Language (ESL) classes at the beginning, intermediate and advanced levels of English language proficiency. In addition, one Bilingual Study Skills class was also provided, with the first semester emphasis on social studies skills and the second semester emphasis on reading comprehension and spelling skills. A World Geography class was also a part of the bilingual program. Each of these classes was taught by the Bilingual Resource Teacher, Frank Noa, with the assistance of the bilingual aide. Overall, approximately 19 students participated in the bilingual program at Carlmont for the second year of the program. A total of $13,550 was budgeted for the program.

Menlo Atherton High School:

Six different periods of bilingual program instruction were implemented at Menlo Atherton under the direction of bilingual staff members Ken Winn and George Gill, as follows: Periods 1 and 2 were for beginning LEP students, periods 5 and 6 accommodated advanced LEP students, and periods 5 (English Reading) and 6 (Reading) were for advanced LEP students. Periods 2 and 6 were scheduled for "study skills" classes which emphasized reading for comprehension and retention, and building effective study skills in English, as compared to periods 1 and 5 which were English language classes in which the emphasis was on acquisition of the structure and function of the language for listening, speaking and writing skills. Approximately 160 students were enrolled in the bilingual program. Tutorial assistance was provided before school, at lunch and after school. Some tutoring was arranged outside of school hours on an individual basis. A total of $19,550 was budgeted for the bilingual program at Menlo Atherton.

Sequoia High School:

LEP students requiring support in English oral language, reading and writing skills attend the Bilingual program offerings at least one period per day. Three bilingual aides (two provided with B.E.S.A. funds and one provided with District EIA funds) provided additional support for students on an individual basis and in small groups. Peer tutors provided additional support on an individual basis for LEP students. The bilingual program also included classes in Social Studies, U.S. History, Driver's Education and the Reading and Math Labs. A Bilingual Study Skills class offered tutoring with other class assignments. Approximately 183 LEP students were identified by the Language Assessment Summary II test, and approximately 175 LEP students participated in the bilingual program. A total of $60,450 was budgeted for the bilingual program at Sequoia High School to augment the locally funded bilingual program at Sequoia. These additional funds provided salaries for a resource teacher, staff development activities (see District-Wide Component for bilingual program) and funds for supplies and materials.

SEQUOIA UNION HIGH SCHOOL DISTRICT
CARLMONT HIGH SCHOOL

Bilingual Program Implementation Observations

The evaluator visited the Title VII program classroom for the third year of the project in order to determine if the bilingual program activities listed in the proposal were being implemented as stated, and to gather information for the final evaluation of the Title VII program.

Visit March 17, 1986:

Four class periods were observed being conducted by Frank Noa, Bilingual Resource Teacher, with the assistance of an English speaking EIA aide. The teacher was teaching a class in a small classroom, and the aide was instructing another group of students in an adjoining room. Both instructors used similar instructional materials.

Class	Period	Teacher
English II	1	Noa
English I	2	Noa
World Geog.	3	Noa
Bilingual Study Skills	4	Noa

It was noted by the evaluator that bilingual students were again being taught in the same classroom (size 12 x 12, cinder block room originally used for janitorial supplies) that the evaluators had reported as being a negative factor during the 1984-85 final evaluation:

> "The classroom was arranged in an organized fashion but was very small. It had originally been used for janitorial supplies and this school year (1983-84) had been converted for use as a bilingual classroom. With a group of approximately 10 or 12 students it seemed crowded."

As observed by the evaluator for the 1985-86 school year, for one class of 17 students (see report below) the "classroom" was extremely crowded. According to Mr. Noa, a fan was used on warm days -- there were no windows in the classroom. During the school year 1985-86, the bilingual students were housed in the music room which was a very spacious room compared to the present bilingual classroom. Accordng to the Bilingual Resource Teacher, three LEP students were reclassified at the end of June, 1986.

English II - Period 1:

The evaluator observed the Bilingual Resource Teacher, Frank Noa, instructing six students during the first period English II class, and the aide instructing another group of six students in English oral language skills in another adjoining room. Mr. Noa began discussing with students their weekend activities in order to encourage the use of English oral language and to help students improve those skills. As one student was speaking, another student asked to see the dictionary as the class continued discussing students' activities. Several words, "entrepreneur," "pasture," and "Appaloosa," were discussed and explained in detail to the students. Students were also told to locate the word in their dictionaries. Mr. Noa was very effective at drawing students into conversation and asking students to express themselves. One student indicated that he watched TV and the teacher suggested he should read the novel, "Call of the Wild" by Jack London, rather than watch TV. One conversation between student and teacher involved the topic of "surfing." The teacher asked, "What is 'surfing'?" Student replied, "riding on the wave." A Japanese student described a comic book he had read involving farming "space colonies" which led to a discussion by the teacher about "space stations." Mr. Noa then reviewed a homework assignment, and instructed the class "to make sure that you have acquired listening comprehension skills, a test is scheduled for tomorrow from the work book." The teacher used the text, "English for Today," as he reviewed past perfect, personal pronouns, and non-possessive examples. Another activity involved either a story read by the teacher or the teacher talked to the group about an interesting topic. After a practice exam, the teacher gave a listening comprehension lesson. Students maintained a folder of previous assignments, and the aide recorded the progress of students on a log.

English I - LEP - Period 2:

The evaluator observed four students in Mr. Noa's English I - LEP class - three students were absent. A lesson from the "English for Today," series was reviewed and discussed with students. Mr. Noa used several maps to differentiate between a map of the world and a road map, and how they are used. The teacher used the road map and asked, "How would you get from the hospital to the bus station?" A Samoan student answered the question correctly. When students did not understand, the teacher explained the exercise very carefully. An additional instructional activity involved the words to "put on," as the teacher explained the term using Total Physical Response. The differences between singular and plural statements were also explained by the teacher. Next the teacher asked for the difference between "buy" and "by" and illustrated the difference on the chalkboard. Also the word "pitch" and the varied meanings were discussed. Mr. Noa then dictated a lesson to the students to make sure they understood, and students wrote the sentences on paper. The students then read back the sentences orally to the teacher.

World Studies -

A total of six students (from Japan, Philippines and Mexico) were observed in the World Studies class taught by Frank Noa. The text, "World Geography and You - Book 1 and 2," was used covering the countries of Ancient India, China, Rome, Greece. Mr. Noa also teaches listening skills as well as how to follow directions. For this particular class, Mr. Noa had to provide his own instructional materials in order to teach the class. According to Mr. Noa, students have already finished the origins of man and a unit on Africa. Students were presently studying "Beginnings of Christianity," Europe and the Middle Ages. Mr. Noa reviewed the entire week's lessons on Friday and then administered a dictated spelling test on all chapters of the text. Chapters for the week's lesson included the beginnings of Christianity, the Bible, Jesus, New/Old Testament timeline, and Abraham and Moses. Mr. Noa posed the first question, "What is Christianity?" There was discussion between teacher and students regarding the answer to the question, which was, "People who believed in what Jesus taught." New vocabulary words included Jesus, Christ, Christians, B.C., and A.D. The teacher reviewed each word with the entire group, asking "What do we mean by that?", as he pointed to the date and letters on the chalkboard, and then each student read a portion of the text about Christians and Jews. The question arose, "Where is Egypt and on what continent?" Back and forth discussion between the teacher and the students ensued to make sure that students understood. The teacher had a positive way, and said, "good for you," when the student gave a correct response. Discussion about Romans believing in many gods and Jews believing in one god led into the history of the Roman Empire regarding the infighting, the empire collapsing and the growth of Christianity. For the next class activity, students composed sentences which were a part of the workbook assignment. The sentences were then reviewed by the teacher and discussed with the students. An exercise involving vocabulary words and hidden words was then completed by the students. Following this exercise, the teacher gave a quick dictation lesson to make sure students understood the lesson, e.g., "As the years passed, more and more people of the Roman Empire became Christians." Students in the class were very attentive and stayed on task. The teacher, for the last activity of the period, had students correct the exercises of other students in class, as they compared the work to the exercises in the text book.

Bilingual Study Skills:

A total of 17 students were observed in the Bilingual Study Skills class. The emphasis for this class was on English and assistance and support for students' mainstreamed class assignments. As observed by the evaluator, Mr. Noa stressed the English language in class as he indicated to students that he hadn't forgotten his Spanish, but that he wanted students in class to speak English and the importance of learning English. Students were working on various lessons from their mainstreamed classes, e.g., English, math, etc. A group of seven students were observed by the evaluator working on other class assignments: one student was completing a reading assignment and another student was working on an algebra assignment. When students had completed their assignments they reviewed the assignments with Mr. Noa to show him what they had accomplished. For those students who did not have a lesson from other classes to complete, Mr. Noa assigned an English lesson. Mr. Noa also assisted students with math lessons when necessary. Several students were also involved in the Mexican cultural activity of constructing a pinata. The students made strips of newspaper, dipped the newspaper into glue, and layered the strips onto the exterior of a balloon. For this assignment Mr. Noa showed a film to the class before students actually constructed the pinata and followed the film with written directions on how to construct the pinata.

Conclusion: The Bilingual Program objectives/activities were being implemented at Carlmont High School for the third year of the project under the direction of Frank Noa, Bilingual Resource Teacher. Mr. Noa provided students with the knowledge and experiences that helped students achieve proficiency in the English language, improve speaking and listening skills, and develop their study skills. In addition, students gained a knowledge of and acceptance of others. Mr. Noa provided bilingual students with a warm and friendly atmosphere which was conducive to students' learning -- a genuine concern for the students' academic progress and attendance, as observed by the evaluator. However, the classroom itself was not adequate for students' needs. The evaluator recommends that Bilingual students be taught in a classroom which does not suggest that they are the "step-children of Carlmont."

SEQUOIA UNION HIGH SCHOOL DISTRICT
MENLO ATHERTON HIGH SCHOOL

Bilingual Program Implementation Observations

The evaluators visited the Title VII program classrooms, for the third and last year of the project, in order to determine if the bilingual program activities listed in the proposal were actually being implemented as stated, and to gather information for the final evaluation of the Title VII program.

The evaluators' first visit on February 19, 1986 was rescheduled to March 18, 1986, as students were being administered the Reading Proficiency Test which is required in order to graduate from high school. Mr. Winn was observed administering the Reading Proficiency Test to students and students were very attentive to the task.

Visit March 18, 1986:

Subject	Grade	Period	Teacher
English I-LEP	9-11	1 & 2	K. Winn
Reading	9-11	4	M. Condon
ESL	9-11	5	G. Gill

Approximately 160 students who have been identified as Limited English Proficient at Menlo Atherton High School have been enrolled in the program.

According to the Bilingual Resource Teacher, Ken Winn, in this project year there was a 10% increase over the last project year in the number of Spanish, Tongan, and Asian students, and some of these students were at the lower level of literacy.

The bilingual program teaching staff was assisted by one six hour Title VII aide who divides her time between K. Winn, G. Gill and M. Condon. In addition, peer tutoring was also a part of the bilingual program at Menlo Atherton. Bilingual English proficient students were paired with a recent arrival during first period -- one student was proficient orally in English and can explain in Spanish to the other student who was deficient in the English language. According to Ken Winn, this type of program seems to improve the attitude and performance of the new student, as well as of the more English proficient student. The program was enacted because recent arrivals tended to be reluctant in asking questions, and because there are no staff members proficient in some languages such as Lao and Hungarian. Peer tutors were used in the Science, World Studies, Social Studies and Physical Education classes where there were no bilingual instructional aides.

Before and after school, Mr. Winn worked with an average of six to ten students daily to assist with problems in homework and other areas.

Parents at Menlo Atherton were not active in the Parent Advisory Meetings as parents' jobs and family obligations tend to occupy parents' available time. However, three parent meetings were scheduled: one scheduled in October, 1985 and six parents attended. At this particular parent meeting parents received a copy of "Helping Youth Decide," both in English and Spanish -- three parts: Part I - discussion on what is involved for both the parent and child during the adolescent years, Part II - suggested ways to develop more open lines of communication with teenagers and to guide them in decision-making, and Part III - included materials designed to help the parent implement the ideas presented in the preceding sections, including some homework for both parent and child. Parents also received copies of Sequoia District attendance policies and graduation requirements, participated in discussions of the various ways to have input in school and district programs and options. However, the two Parent Advisory Meetings scheduled for November and December, 1985 resulted in no response from parents.

Hector Serrano, Parent Liaison from the San Mateo County Office of Education, worked with parents and students at Sequoia High School District schools as well as Cabrillo Unified School District schools. According to the Bilingual Resource Teacher, Mr. Serrano encourages parent participation. Mr. Serrano met with Ken Winn every Thursday afternoon at Menlo Atherton, as well as one day at Sequoia High School with John Gomez, and one day at Carlmont High School with Frank Noa.

Bilingual program staff members have attended staff development activities as follows:

Date	Activity
Oct., 1985	State "legal requirements" for implementation of state bilingual programs - attended by K. Winn and M. Raby
Oct., 1985	COE Computer Use Educators, San Jose - attended by K. Winn
Oct., 1985	CABE Paraprofessional Conference, San Jose, panel on parent participation - attended by K. Winn.
Nov., 1985	AMAE Conference - attended by K. Winn, G. Gill and S. Bass
Nov., 1985	CSDE/WASC Pilot Evaluation Training as bilingual consultant - attended by K. Winn
Jan., 1986	Project Impact 9 teaching of higher level thinking skills - attended by K. Winn
Jan., 1986	CABE, San Francisco - attended by K. Winn, S. Bass, G. Gill, and M. Condon

In a review of a memo dated March 20, 1986, from Ken Winn to the Vice Principal regarding bilingual students' successes, the evaluators noted: a total of 22 students were in the advanced level of the English class as of the end of the first semester; forty-one students made significant gains (above average) on the Nelson Reading Tests, and a number of students who have already advanced will advance as appropriate for fall semester 1986.

The Bilingual Counselor, Maria Romero-Thomas, provided counseling for individual students as well as groups of students in the following areas: orientation to school/procedures, clarification of grades, requirements for post high school education, information experience activities related to values, self-esteem, and career choices. The Bilingual Counselor also accompanied bilingual students on two field trips: six bilingual students attended open house at U.C. Santa Cruz on 10/26/85; and four students from Menlo Atheron attended Senior Super Day at Stanford University on 11/26/85.

English I - LEP:

The evaluator observed thirty-one LEP students in Mr. Ken Winn's class. Most of the students in class were Spanish, one student, according to Mr. Winn, was French, and two were Pacific Islanders. After the students' roll was taken, the teacher began with an assignment from the text, "English Alpha Series." The oral English exercise began with the teacher asking the students, "Do you have a pair of shorts?" "Yes," the student responded, "They're at home." A few of the students had to share their text with another student (some of the students who had dropped out of the class did not return their texts to Mr. Winn). The teacher asked another question, "What are jeans?" He explained to the large group of students in English, and occasionally clarified a statement in Spanish, to assist students to grasp the meaning of a particular word. Mr. Winn used the chalkboard to illustrate vocabulary words as well as their meaning, e.g., types of "cloth": cotton, polyester, nylon, silk, fur and wool -- students helped with the meanings as the teacher wrote them on the chalkboard. Then the students as a group stated the following sentence in unison in English, "Tom is packing his suitcase." Mr. Winn asked the group, "What is a suitcase?" One student indicated a suitcase was like a backpack or baggage. The teacher and students orally as a group stated the following sentence, "What does 'to pack' mean?" One student responded in English, "to put something in, like putting shoes in a suitcase." Mr. Winn then defined words not familiar to the students, and the teacher expressed the various categories possible for each vocabulary word, e.g., shoes: slippers, sneakers, sandals, hurraches, boots, dress shoes. In another classroom activity, the teacher orally stated a sentence in singular form and each student took turns stating a complete sentence in plural form, e.g., "That is a belt," - "These are belts." In addition to the text, "English Alpha Series," another text, "Essential Grammar Review," is used to supplement the main text.

ESL - Advanced:

The evaluator observed in George Gill's 5th period ESL class consisting of 26 LEP students. Mr. Gill began the period by discussing the topic "emergency," in order to prepare the students for the writing proficiency test. The teacher asked if students knew the definition of emergency, and one students replied, "Needing immediate attention." He wrote key words on the chalkboard which related to: where the emergency occurred, when the emergency occurred, what happened, who was involved, how did the experience make you feel, and what was the outcome. As a part of the assignment, students were to write an essay of 100 words or more, and the teacher stressed the importance of format and construction. The teacher indicated that this type of writing assignment prepares students to become more familiar with writing techniques, topic paragraphs and main idea. Mr. Gill then stressed the importance of condensing thoughts into appropriate paragraphs. He indicated that each new key word would be the beginning of a new paragraph, making sure that students stayed on topic and did not stray off into another topic area. Mr. Gill made certain that students understood what the writing proficiency evaluators would be checking for: complete sentences, subject and verb, fragments and run-on sentences, spelling and grammar. The topic then arose regarding fragmented sentences. The teacher gave examples of fragmented sentences. Instructional materials used in Mr. Gill's class include the ALPHA Series and teacher-developed materials.

Bilingual Study Skills:

The evaluator observed 20 sixth period LEP students in George Gill's Bilingual Study Skills class. The text, "Basic Study Skills, Level II, is used as the students learn to recognize details, listening skills, comparison and contrast, inference, figurative and literal meanings, using context clues, learning how to use abbreviations in organizing a paragraph and also learning the elements of a good paragraph. Students in this class also learn how to prepare for test administration. The text, "Spell it Out," is used by the teacher for developing and strengthening spelling skills. Various topics discussed in this book cover the areas of sports, working, good friends and the library.

Reading:

The evaluator observed 14 LEP students mainstreamed into Mrs. Condon's reading class working independently on a pre-determined reading assignment. Each student in the class was tracked according to his/her individual needs in syllabication, reading, and vocabulary skills. The students were working at their own individual pace at carrels while others were working at desks or tables. The classroom aide also assisted the students as needed. As students arrived in the classroom they pulled their folders from the drawer and began working on a specific assignment.

According to the instructional aide, students in this classroom were tracked according to their individual needs. Mrs. Condon, during the class period, helped students at her desk with assignments with which they were experiencing some difficulty. Individual reading passages were read by the student and then exercises followed to ascertain the student's comprehension of the reading passage. In addition, the teacher assisted each student with the correct pronunciation as well as with defining unfamiliar words. The teacher instructed one student to use the dictionary as the student completed her lesson. One student was observed using the dictionary to locate the meaning of a vocabulary word that she did not know. Both Spanish and English dictionaries were available on each table for students' use. The RFU syllabication materials were being used with students. The lowest level of reading groups was using supplementary materials from Barnell-Loft. The evaluator observed a very thorough student record-keeping system being maintained by the teacher and instructional aide. In addition, a library of leisure reading material was available for students' use. The evaluator observed that some students in this class were working from a workbook assignment, "Getting the Main Idea," and then completing the workbook exercises. Another student was completing an assignment from his workbook entitled, "Drawing Conclusions." The instructional aide corrected each lesson after the students completed a specific asignment. After the instructional aide corrected the lesson, the student then read the passage for the aide to make sure that the student comprehended the reading passage. In addition, the instructional aide reviewed with each student the incorrect answers so that the student would know why he/she used the incorrect response. Homework assignments entailed the reading of a library book for which students must prepare a book report following a prepared outline. Most of the books in the classroom library are for pleasure reading and cover reading comprehension levels from first grade through high school. Peer tutors also assisted LEP students in this classroom and receive five full credits. One student observed by the evaluator was identified as NEP and was being assisted by a peer tutor as she reviewed a reading assignment.

Conclusion: The Bilingual Program objectives/activities were in the process of being implemented at Menlo Atherton High School for the third year of the bilingual project, as a part of the total bilingual program for Sequoia Union High School District. The Bilingual Program conducted under the direction of Ken Winn, Bilingual Resource Teacher, provided those students participating with experiences that prepared them for achievement in the English language, growth in concept development, speaking and listening skills, and the knowledge of and acceptance of others. In addition, the Bilingual Counselor provided students with counseling when necessary and an orientation to school/procedures, clarification of grades, requirements for post high school education, self-esteem, etc., as well as accompanying students on several field trips. Teachers and the counselor seemed genuinely interested in providing the LEP students with the knowledge and concepts necessary in developing their oral and written English language skills.

SEQUOIA UNION HIGH SCHOOL DISTRICT
SEQUOIA HIGH SCHOOL

Bilingual Program Implementation Observations

This observation report is a part of the third year of the project. The purpose of this report is to determine if the bilingual program activities listed in the proposal were actually being implemented as stated, and to gather information for the final evaluation of the Title VII program.

Visit April 15, 1986:

Subject	Period	Teacher
English C	1	Gomez
Math Lab	2	Del Angel
Spanish I Lab	2	Torres
U.S. History	2	Reguero
Reading B	2	Green
English B	3	Torres
Reading C	4	Gomez
English A	5	Torres
Reading Transit.	6	Green

According to John Gomez, Sequoia Bilingual Resource Teacher, 175 LEP students were scheduled into the Bilingual program. LEP students were scheduled into twenty ESL and Bilingual class periods during the day according to their level of English proficiency: math tutorial lab presented two periods; Algebra and General Math presented one period each; Reading: Level A presented one period, Level B presented two periods, Level C presented one period, and Transitional Reading provided one period; English A presented two periods, English B provided one period and English C presented two periods; U.S. History presented one period; U.S. Government presented one period; World Studies I two periods per day; General Science I presented one period, Spanish I presented one period, Spanish II-III presented one period; and Typing presented one period per day.

English C - 1st Period:

The evaluators observed 33 LEP students in the English C class taught by John Gomez, Bilingual Resource Teacher. At the beginning of the year, according to Mr. Gomez, the total number of students attending was 42, but was reduced to 33 for entry level students. The classroom was neatly arranged with instructional materials/resources in both English and

Spanish. LEP students of mixed levels of English language abilities were participating in a large group instructional activity as the teacher gave directions. Students were instructed to work in groups of four in order to assist each other as they learned new vocabulary words. Students were on task as they selected pictures from magazines that they adhered to a 10 page report they were in the process of writing. A vocabulary word was first written at the bottom of the page and a picture was then selected from the magazine to illustrate the vocabulary word written. The teacher circulated among students as they needed assistance. The instructional bilingual two-hour bilingual aide, Mrs. Cook, was working in a small group of four students who were "newcomers" to Sequoia. According to the aide, every day she used various instructional materials with the students, e.g., "Easy Aids," "New Horizons in English." Mr. Gomez worked with these students as a part of the total class group during the first part of the period, and the bilingual instructional aide worked with the students during the last half of the period to assist in developing the students' oral English language, listening and comprehension skills. The evaluators observed Mrs. Cook instructing four students using the text, "New Horizons in English." The aide instructed the students to write the date at the top of a blank sheet of paper. LEP students then read from the text and began to write sentences in English as the aide directed. Following the English sentence, students were instructed to write a sentence in Spanish as the teacher directed, e.g., "The lamp is on the table." The Bilingual instructional aide indicated that there was a need for additional aide assistance and smaller group instruction. LEP students in this small group seemed genuinely interested in the instructional material. Displayed on the classroom bulletin board was a listing of those Bilingual program students who were honor roll students.

Math Lab - 2nd Period:

The evaluator observed 18 LEP students in the Math Lab taught by Mrs. Del Angel, Bilingual Teacher, who was assisted by two aides. LEP students were working individually on math worksheets at their own pace. The teacher and the aides moved around the classroom discussing problem areas with individual students. Each student had prepared a folder containing all assignments for this class. As each student completed his/her worksheet, the aide then corrected the assignment so that students knew immediately what needed to be corrected. All students were working on their assignments in an orderly and quiet fashion.

Spanish I - 2nd Period:

The evaluator observed 21 LEP students being taught by Mrs. Torres, Bilingual Teacher, in the lab classroom. The teacher was teaching the entire group using the Spanish language and at times using English for clarification, for example, "You don't want to get better grades?" Mrs. Torres directed questions to each student and the student answered in

Spanish using complete sentences, as the other students listened. Also, students orally read from a previously written assignment. One student, as the discussion progressed, began to answer in English and the teacher interrupted to ask him to speak in Spanish.

General Science:

Twelve LEP students were observed by the evaluator in the General Science class taught by Mr. Gordon. Students scheduled into the General Science class were pulled out of the regular mainstreamed Science class based upon their low level of functioning in the English language. The teacher used both Spanish and English as he discussed anatomy, ligaments, tendons, and the spinal column with students. The evaluator observed Mr. Gordon administering a spelling test; as he stated a word the students wrote the word and prounounced it. According to the aide, packets of instructional materials were duplicated by the Bilingual instructional aide and used by the students. The Bilingual aide provided instruction for the LEP students under the guidance of Mr. Gordon. The Bilingual aide indicated that at grading time there is a problem because the LEP students were not in the regular mainstreamed class and, therefore, were not meeting the objectives of the regular science class.

U.S. History - 2nd Period:

The evaluator observed 19 LEP students in five small groups being taught by Mr. Requero, Bilingual Teacher. The text "American History - 5th Edition" was being used by the teacher and students. Mr. Requero used Spanish as he used the cooperative learning technique with the students in the small groups, and used the English language occasionally to explain a point. Mr. Requero circulated among students as they wrote questions about certain issues in American history after W.W. I. Each group worked diligently on one assignment regarding inflation. Each student within the group took turns answering certain points verbally, while others wrote the information on paper. Another topic involved silver. The teacher asked the group, "Where does silver come from," "Who was in favor of cheap mining of silver?" Other topics discussed included farm foreclosure and major farming problems encountered during that period in history. Mr. Requero assisted each group as needed, discussing issues, like foreclosure. He used other resources, for example, a recent newspaper and T.V. article, so that students would understand the issue more thoroughly. Mr. Requero was very patient as he explained the vocabulary terms learned: foreclosure, mortgages, over-production, over-expansion.

Reading B - 2nd Period:

Twenty-three LEP students were observed in the Reading B class taught by Mrs. Green, Bilingual Teacher. In large group instruction, the teacher explained prefix and root words, and used the chalkboard for visual clarity. Students were then divided into three groups, as each group was assigned different vocabulary words. Students then assigned the proper prefix and root to the word. The chalkboard was used by the students to illustrate their answers and the teacher explained in further detail if students did not understand. A resource sheet was used also by the students for all suffixes, Latin roots and prefixes. In addition, a variety of exercises from the text, "Trouble Shooter II - Vocabulary Book 2," was used to ensure that students also understood the meanings of the words.

Another instructional activity involved a variety of matching vocabulary and word meanings, parts of speech, suffixes. A number of published materials were used as were many instructional materials that were teacher developed.

English B - 3rd Period:

Seventeen LEP students were observed in the English B class taught by Mrs. Torres. The evaluator observed the teacher dictating a five minute paragraph to the students. The teacher asked each student to read aloud each sentence and to read with a volume so that other students could hear and understand. As the students read their passages, the teacher would interrupt to explain a vocabulary word, for example, "come - came," as students checked their work. The teacher then requested the students to work in groups of three to develop a paragraph to be presented to the class -- one paper from each group. The assignment helped students develop their oral English language skills as well as develop their comprehension and writing skills. Mrs. Torres circulated among the students as they prepared their paper, and stopped to explain to one group the difference between "have studied and has studied." As the paragraphs were read, the teacher asked, "What did he/she do?" What would have happened if he/she had studied? Mrs. Torres indicated to students that their homework assignment would consist of writing a paragraph of at least eight sentences, pretending "that you didn't study last night - why - explain." Mrs. Torres explained that students could work on a book report in class on Friday.

Reading C - 4th Period:

Mr. Gomez taught the Reading C. 4th Period class which included 10 LEP students. Mr. Gomez used both English and Spanish to explain a problem area or to clarify a point. Several texts were used in this class: "New Horizons" and "English Alpha Series." As the period began, students distributed assignment folders to the group. Announcements were made for school activities involving the Youth Employment Program for the summer. Mr. Gomez then instructed the class to review one of the chapters and pictures from the text, "New Horizons English 2," as he stated, "What were they doing when they arrived?" to develop students' oral English language skills. Each student completed the incomplete sentence, "What were they doing ....."; students then stated the complete sentence verbally in English. Students said that they were either talking, smoking, drinking or eating. Students then took turns directing questions to a particular student and then that student answered. The teacher interrupted only when students did not understand, for example, "What does 'doing' mean?" Mr. Gomez used Total Physical Response as he reviewed the vocabulary words on the board: doing, arrive, move - moved, take - took. Other activities included the use of adjectives, plural past tense and listening comprehension exercises. An assignment from the workbook from the English Alpha Series was also used by the teacher and students; the assignment involved, "Whats in/on the .....," and the teacher asked each student to provide the missing vocabulary word. A final assignment for the period involved oral dictation by the teacher to the students in order to develop writing skills.

English A - 5th Period:

Mrs. Torres was observed in large group discussion with 15 LEP students discussing the disadvantages and advantages of graduating from high school. She used the chalkboard as she first discussed the disadvantages with students: worry, pressure, takes time to study, sacrifice. Advantages followed: learn, better future, better job, more opportunity for money, understand world that we live in, better person, develop listening and communication skills.

A classroom discussion ensued between the teacher and the students regarding suicide, pressure, and Hispanics dropping out of high school. As observed by the evaluators, three LEP students were involved in a reading assignment at the back of the classroom, and another student was using the computer with the aide assisting. Another classroom activity involved students organized into four groups to discuss a skit that they were planning for Open House. The main theme of the skit was why students drop out of high school. The teacher suggested that students work on the negative reasons first, then the positive. Mrs. Torres indicated toward the close of class that the homework assignment would involve students writing a paragraph on the advantages and disadvantages of "studying" related to the Alpha English teacher developed activities. These activities have helped students to develop their oral English language skills and verbal skills, according to Mrs. Torres.

Reading - Transitional - 6th Period:

Fourteen LEP students were observed in the Reading Transitional class taught by Mrs. Green. Mrs. Green explained that students were scheduled into her class even though they had been through three levels of ESL, but that they were still fairly new English users in reading. Mrs. Green indicated that the emphasis was on language development including writing techniques to assist with passing the proficiency test. One class lesson involved students writing a letter to an electric company, to a college and a personal letter about themselves. The teacher explained to the class the difference between a formal or business letter and an informal letter, and that margins must be considered when setting-up a formal letter. Special vocabulary words, for example, "pressure," were explained by the teacher. Reading exercises for comprehension, main idea, etc., are also used as a part of the instruction. Mrs. Green showed students how to "skim" reading material to find the main idea in a paragraph and to understand what the writer's purpose was. The teacher then used the chalkboard to explain the difference between results and conclusions and the steps to follow in writing. According to Mrs. Green, each unit presented in class contained a short text that illustrated a certain type of written communication. Each text was followed by notes and questions about the topic. Mrs. Green indicated that this section of the unit "makes students consciously aware of options and choices writers have." Each unit had a grammatical, organizational and rhetorical focus, the key being to make ESL students capable writers. Students prepared an outline and then the teacher directed students to an exercise in their workbooks as they selected the most logical conclusion for sets of actions and results.

Conclusions: The Bilingual program objectives and activities were being implemented at Sequoia High School for the third year of the bilingual project. The Bilingual Program, conducted under the direction of John Gomez, Bilingual Resource Teacher, was intended to provide bilingual students with the basic skills in the English language necessary for them to succeed in the mainstream classes. According to the evaluators' observations and discussions with teachers and aides, a well-organized bilingual program was provided for LEP students at Sequoia High School in the academic and ESL areas. The observations led the evaluators to conclude that the classroom activities would probably lead to the attainment of the objectives set for the LEP students. However, the General Science class appears to be a problem area that will require some attention. The indication was that the LEP students were not in a mainstreamed class and, thus, were not meeting the objectives of the regular science classes.

SEQUOIA UNION HIGH SCHOOL DISTRICT
CARLMONT, MENLO ATHERTON, AND SEQUOIA HIGH SCHOOLS

Program Objectives/Findings/Conclusions

Data were collected that related directly to the activities for a specific program objective. Five component areas were addressed in the Sequoia Union High School District bilingual project and included eight objectives that were written into the project. Presented below are the objectives as well as the findings and conclusions which accompany each objective for the three high schools participating in the bilingual program: Carlmont, Menlo Atherton, and Sequoia High Schools.

COMPONENT - BASIC BILINGUAL INSTRUCTION/ENTRY AND EXIT:

Objective: By June, 1986, 90% of LEP students with 80% attendance will have passed their English Language skill classes (D or better) as demonstrated by student records. Report card grades will be used to determine attainment.

Findings: Students in grades 9 through 12 whose primary language was other than English had their linguistic and academic needs diagnosed, and the appropriate English Language skill class assigned. This element of the program was verified by each school's resource teacher and recorded on the data gathering forms provided by the evaluators.

Report card grades were used to measure the objective for the students attending English Language skill classes and are summarized below. Reading, English for LEP, and Bilingual Study Skills report card grades were used at Menlo Atherton. English I and II class report card grades and Reading Class (Levels A through C) report card grades were used at Sequoia High School. At Carlmont, final grades in the English classes were used to measure attainment.

Presented on the following page in table form are the final course grades reported for each school participating in the bilingual program in the Sequoia Union High School District.

ENGLISH LANGUAGE SKILLS CLASSES

School	Grade	English Language Class Report Card Grades A	B	C	D	F	Total
Carlmont	9	3	3	1	0	0	7
	10	1	1	1	0	0	3
	11	1	0	0	0	0	1
	12	1	0	0	0	0	1
	TOTAL	6	4	2	0	0	12
Menlo Atherton	9	19	23	15	14	0	71
	10	6	9	13	6	0	34
	11	1	3	7	0	0	11
	12	0	0	1	0	0	1
	TOTAL	26	35	36	20	0	117
Sequoia	9	9	15	15	10	0	49
	10	12	15	14	2	0	43
	11	4	2	5	7	0	18
	12	4	2	5	3	0	14
	TOTAL	29	34	39	22	0	124
TOTAL GRADES		61	73	77	42	0	253

A review of the table above shows that 12, or 100%, of the students, across grade level at Carlmont High School for whom data were recorded, received a passing grade of "C" or better in the English language skill classes, and 10 students, or 83%, received "A's" and "B's". At Menlo Atherton High School, 117 students, or 100%, received a passing grade of "D" or better in the English Language skill classes, and 51, or 41%, received an "A" or "B." At Sequoia High School, 124 students, or 100%, received a passing grade of "D" or better in the English Language skill classes, and 63 students, or 51%, received an "A" or "B" for their English Language class report card grade.

Conclusions: The objective was attained as all LEP students, 100%, passed their English Language skills classes. At all schools, no LEP student earned a grade lower than a "D." Of the 253 students for whom data were collected, 211, or 83%, earned a "C" or better. The report card data collected served to verify the observations in the classrooms where appropriate instruction and student participation were the norm. Teachers assumed their responsibilities and students learned.

COMPONENT - BASIC BILINGUAL INSTRUCTION/ENTRY AND EXIT: (continued)

Objective: By June 1986, 90% of all LEP senior students with 80% attendance who participate in Title VII and who have sufficient units will pass the reading, writing and math proficiency tests.

Findings: A summary of the number of participating 12th grade bilingual students who passed the Sequoia Union High School Proficiency Tests in Reading, Writing and Math is presented below. Data were collected from a review of test results as well as from attendance records maintained by staff.

School	Grade Level	Student N	NUMBER OF STUDENTS WITH 80% ATTENDANCE PASSING PROFICIENCY TEST					
			Reading		Writing		Mathematics	
			Pass N	Fail N	Pass N	Fail N	Pass N	Fail N
Carlmont H.S.	12	2	0	2	0	2	0	2
Menlo Atherton H.S.	12	1	0	1	0	1	0	1
Sequoia H.S.	12	26	26	0	26	0	26	0
	Total	29	26	3	26	3	26	3

A review of the above table shows that of the 29 seniors for whom proficiency test data were recorded, 26 passed all of the tests in the content areas of reading, writing and mathematics. There were 3 seniors who did not pass any of the three tests.

Conclusions: The objective as written was not attained, that 90% of all LEP senior students would pass the reading, writing, and math proficiency tests. However, a high percentage of students did show mastery of basic skills, as 26 out of the 29 seniors, or 89%, for whom test score data was recorded, passed all the proficiency tests -- in reading, writing and mathematics.

COMPONENT - CULTURAL INTERACTION:

Objective: By June 1986, 80% of the LEP population will be participating in at least one school extra-curricular activity as measured by student records.

Findings: Efforts were made by the Bilingual Resource Teachers and the Bilingual Counselor to provide extra-curricular activities including campus activities, and presentations for bilingual students. Numbers of students participating are listed below and activities summarized. A review of the student logs maintained by teachers indicated that bilingual students in the program participated in the following extra-curricular activities:

> **Carlmont H.S.:** Three students out of 19, or 16%, were involved in the following sport activities: cross country, soccer and wrestling. In addition, some students participated in the United Latino Americana Club.
>
> **Menlo Atherton H.S.:** Approximately 70 students out of a total of 160, or 44%, participated in one or more of the following extra-curricular activities: Swimming, volleyball, tennis, soccer, basketball, badminton, softball, track, Asian Club, PTA, Debbie Allen Concert, wrestling, Spirit Week, College Night, Back to School Night, field trips to U.C. San Francisco, Stanford, U.C. Berkeley, Y.E.P., Career Center Program, MESA.
>
> **Sequoia H.S.:** Approximately 150 students out of a total of 175, or 86% participated in one or more of the following extra-curricular activities: Back to School Night, Open House for parents, Cinco de Mayo, Halloween dance, Mexican-American International student club dances, soccer, conversation groups (Spanish native speakers vs. Anglos), and Valentine's Dance.

Conclusions: The objective was attained. A total of 223 LEP students out of 354 at all three schools combined, or 63%, were involved in one extra-curricular school activity. Extra-curricular activites included: Open House, Back to School Night, soccer, field trips, etc. -- the type of activities in which the regular school population participated.

SEQUOIA UNION HIGH SCHOOL DISTRICT (continued)

COMPONENT - PARENT/COMMUNITY INVOLVEMENT:

Objective: By December, 1986, 10% of the parents will be involved in project School/District Advisory Committee meeting activities as measured by lists of participants.

Findings: Information regarding the attendance and participation of parents in Advisory Committee meetings is presented below by school, date, number of parents attending, location and agendas discussed:

Date	Number of Parents Attending	Location	Agenda
Carlmont			
11/85	20	Community Center East Palo Alto	Discussion on promoting students' participation in school activities, and Title VII program
Menlo Atherton			
10/85	6	Menlo Atherton	Discussion regarding a booklet entitled "Helping Youth Decide" both in English and Spanish, and Title VII program
(Two parent meetings scheduled for November and December, 1985 resulted in no response from Menlo Atherton parents)			
Sequoia H.S.:			
11/14/85	13	Fair Oaks	Discussion regarding students' participation in school activities, homework, etc.
5/10/86	2	Spruce Elem. So. S.F.	County Bilingual Program

A review of the above table shows that few local Parent Advisory meetings were scheduled and conducted in the Sequoia Union High School District.

Only one local meeting was conducted at Carlmont, Menlo Atherton and Sequoia High Schools. However, two parents at Sequoia did attend a County Bilingual Program meeting at Spruce Elementary. According to school staff, due to parents' job responsibilities and family obligations, parents were not able to attend evening Parent Advisory Committee meetings.

Conclusions: The objective as written was not met at all Sequoia District High Schools. Parents attended at least one local Parent Advisory Committee meeting at each school during the school year. Over 10% of the parents, as stated in the objective, did attend the one Parent Advisory meeting at Carlmont. However, the objective was not met for Menlo Atherton and Sequoia High School parents as approximately 7% of the parents attended instead of the 10% as specified in the objective.

SEQUOIA UNION HIGH SCHOOL DISTRICT (continued)

COMPONENT - PARENT/COMMUNITY INVOLVEMENT: (continued)

Objective: By June, 1986, 10% of the parents will have attended at least one Bilingual Program Activity. Activities will include some or all of the following: a) back to school night, b) open house, c) ESL classes, d) attendance at bilingual conferences, and e) parent conferences with bilingual counselors.

Findings: Discussions with the bilingual staff and a review of records indicated that parents were involved in school activities as presented below.

NUMBER OF PARENTS INVOLVED IN SCHOOL ACTIVITIES

School Activity	Carlmont	Menlo Atherton	Sequoia
a) Back to School Night		9	14
b) Open House		5	39
c) ESL Class participation		1	
d) Attendance at Bilingual Conferences			
e) Parent Conferences with Bilingual Counselor (home visits)	1	3 3	1
f) School/County Advisory			
g) Parent volunteer to assist with Bilingual study skills			
h) CABE Conference			
i) Back to School Dance			
j) Halloween Dance			100
k) Christmas Party			
l) Valentines Dance			80
m) Cinco de Mayo Week			
n) Awards Night		8	

Conclusions: The objective was attained for parents of LEP children attending Sequoia, but not for parents of LEP children attending Carlmont and Menlo Atherton. At Sequoia, over 10% of the parents attended Open House, a Christmas party, and a Valentine's dance. At Carlmont, Bilingual program activities were minimal with no parent participation in school activities, except for a home visit involving the Bilingual Counselor. At Menlo Atherton, 9 parents, or 6%, attended Back-to-School Night, 5% attended Awards Night; LEP parents were minimally involved in other school activities. Generally, however, parent/community involvement was not a strong component in the Bilingual Program in the Sequoia Union High School District.

COMPONENT - STAFFING FOR THE BILINGUAL CLASSROOM:

Objective: By June, 1986, 90% of all LEP students will have received support and instruction in their native language. Classroom observations by the evaluators, lesson plans, and schedule records will be used to determine attainment.

Findings: As observed by the evaluators and as noted by the records maintained by the bilingual staff, LEP students enrolled in the bilingual program in grades 9-12 received support and instruction in their native language either from a bilingual teacher, bilingual aide or a peer tutor. The major languages for which support was provided included Spanish, Vietnamese, Chinese, Japanese, Samoan and Tongan. Examples of support are presented below in the form of excerpts from the evaluator's classroom observations:

> **Carlmont H.S.:** Approximately 11 Spanish students received support in their native Spanish language which was provided when appropriate. The evaluators observed that for students speaking other languages English was stressed in the bilingual classes - English I and II, World Studies and Bilingual Study Skills, being assisted and supported in both English and Spanish by the teacher and classroom aide. The bilingual teacher followed textbook exercises with a quick dictation lesson to make sure students understood the lesson. The classroom teacher stressed the English language in class "as he indicated to students that he hadn't forgotten his Spanish, but that he wanted students in class to speak English, and the importance of learning English." Multicultural activities were also interwoven into the Bilingual Study Skills class assignments.
>
> **Menlo Atherton H.S.:** Approximately 64 Spanish students received support in their native language of Spanish which was provided by two bilingual classroom teachers in ESL and Bilingual Study Skills classes. The evaluators noted in the classroom observation summary that the bilingual teachers explained to large groups of students in English, and occasionally clarified a statement in Spanish, to assist students to grasp the meaning of a particular word or lesson. One student was observed by the evaluators using the dictionary to locate the meaning of a vocabulary word that she did not know. Both Spanish and English dictionaries were available on each table for students' use. Peer tutors also assisted LEP students in this classroom and received five full credits. One student, observed by the evaluator, was identified as NEP and was being assisted by a peer tutor as she reviewed a reading assignment in Spanish.
>
> **Sequoia H.S.:** Approximately 169 Spanish students were supported in their native language as observed by the evaluators in the following classes: English A, B, and C, Math Lab, Spanish I, General Science,

> U.S. History, Reading B and Transitional Reading. Several excerpts from the bilingual program observation summary indicate that teachers supported students in the Spanish language: the bilingual teacher used both Spanish and English as he discussed anatomy, ligaments, tendons, and the spinal column with students; Mr. Requero used Spanish as he used the cooperative learning technique with the students in the small groups, and used the English language occasionally to explain a point. Mr. Gomez used both English and Spanish to explain a problem area or to clarify a point.

Of the total 284 LEP students participating in the Bilingual program at Sequoia Union High School District, approximately 244, or 86%, received support and instruction in their native language of Spanish.

Conclusions: The objective was not attained. While support and assistance was provided for 86% of the students in their native language of Spanish, the criterion of 90% as stated in the objective was not reached.

COMPONENT - DISTRICT-WIDE COORDINATION (SUPPORTED BY DISTRICT RESOURCES) - DIRECTOR, SPECIAL PROJECTS:

Objective: By February 1, 1986, all components in the program will have been implemented under the direction of the Director, Special Projects. Attainment will be determined by observation of classroom/inservice activities and by review of the records.

Findings: The evaluators visited each school site, observed classroom activities and discussed the school's program with the Bilingual Resource Teachers, Bilingual Counselor, and the Director, Special Projects, to ensure bilingual program implementation. In addition, the Director scheduled district bilingual program meetings with bilingual staff participating in the bilingual program. Meetings chaired by the Director were held three times during the project year at the Sequoia Union High School District Office.

A schedule of bilingual implementation observation visits is listed below:

BILINGUAL IMPLEMENTATION CLASSROOM OBSERVATION SCHEDULE

School	Date Visited	Classes Visited
Carlmont:	3/17/86	- English I & II - World Geography - Bilingual Study Skills
Menlo Atherton:	3/18/86	- English I-LEP - Reading - ESL
Sequoia:	4/15/86	- English A,B,C - Reading B & C - Math Lab - Spanish I Lab - U.S. History - Reading Transition

B.E.S.A. program components in the areas of Basic Bilingual Instruction, cultural interaction, parent/community, staffing and district-wide coordination were observed being implemented by the evaluators in the bilingual classes indicated in the table above.

An outline of the district-wide coordination activities is listed below indicating the date, number present, and agendas discussed.

Date	Number of Staff Present	Agendas Discussed
4/24/86	6	Bilingual program
5/2/86	8	Bilingual program
6/6/86	4	Counseling Department

Three district-wide bilingual staff meetings were conducted according to the table above to discuss bilingual program activities in the Sequoia Union High School District.

In addition, staff development inservice activities were also provided to Bilingual staff at Sequoia District:

5/1/86: Bilingual Students with Special Needs - the agenda included legislation regarding bilingual and special education, current bilingual/special education programs, what is an appropriate referral, dual eligibility, program content/progress, bilingual assessment process, and future plans

Conclusions: By observation of bilingual program activities, discussions with bilingual staff, and a review of records the evaluators concluded that the bilingual program components were implemented in a satisfactory manner.

COMPONENT - DISTRICT-WIDE COORDINATION (SUPPORT BY DISTRICT RESOURCES) - - COUNSELOR:

Objective: During the school year, 1985-86, the LEP students group at each school who are assigned to the counselor will receive from the counselor all of the following: orientation to school/procedures, clarification of grades, report cards and records, requirements for post high school education, informational experiences related to values, self-esteem, acculturation and career choices.

Findings: One of ten objectives which was written into the three-year bilingual program at Sequoia High School District included the district-wide coordination, support services of a bilingual counselor, which included counseling services to all students enrolled in a bilingual program, and to mainstreamed students who are referred by school staff, e.g., nurse, psychologist. In order to address this objective, the evaluators had a meeting with Maria Romero-Thomas, Bilingual Counselor, on April 11, 1986 to discuss bilingual activities that were a part of the counseling services during the 1985-86 school year. The Bilingual Counselor provided counseling services for bilingual program students and was assigned to Menlo Atherton on Monday and Tuesday, Carlmont on Wednesday, and Sequoia High School on Thursday and Friday. She also worked closely with the Bilingual Resource Teacher and classroom teachers to provide counseling for individual bilingual students as well as groups of bilingual students in the following areas: orientation to school/procedures, clarification of grades, requirements for post high school education, information experience activities related to values, self-esteem, acculturation and career choices. A more extensive listing of bilingual counseling support services follows the table below.

Counseling Activities	Number of Students Served Carlmont N=22	 Menlo Atherton N=61	 Sequoia N=109
- Orientation to School Procedures	22	61	109
- Clarification of Grades Report Cards	22	61	109
- Requirements for Post High School Education	22	61	109
- Information Experiences related to:			
- values	22	61	77
- self-esteem	22	61	77
- career choices	22	61	97
- field trips, videos, films & speakers	22	61	105
- Job-O	22	61	98
- COPS	22	58	68
- JANUS	22	61	74

LEP students participated in several activities which were provided by the Bilingual Counselor and involved clarification of grades, requirements for post high school education and informational experiences related to values, self-esteem, career choices, field trips, videos, films and speakers. Career related instructional materials were used with students, e.g., Job-O, COPS and JANUS.

In addition to providing counseling services in the areas just mentioned, the Bilingual Counselor was also involved in the following activities:

- met regularly on a weekly basis in previously designated bilingual classrooms (Noa - Carlmont; Winn, Gill - Menlo Atherton; Requero, Torres - Sequoia) to accomplish the following activities: to orient LEP/NEP students to school facilities to discuss school policies and procedures, to discuss graduation requirements, to explore career opportunities, to explain college/university prerequisites, to help improve self-esteem and cultural adjustments/adaptations. The following materials were used for vocational and career activities: 1) JANUS - self-inventory which measures student's attitudes, values, strengths and experiences, 2) JOB-O and 3) COPS - Career Preference Inventory

- individual parent conferences arranged regarding minority students' academic and language problems

- bi-monthly attendance at District Office Academic Support meetings which is aimed at minority and high risk students

SEQUOIA UNION HIGH SCHOOL DISTRICT (continued)

- attended District Bilingual Department meetings
- attended regular monthly District Guidance Advisory Meeting at district office - received update from each school
- assisted with identification process for all schools regarding M.E.S.A. (Math, English, Science and Achievement) program - met once per week
- arranged presentations to bilingual students by various appropriate career/role models
- arranged formal visits to career center for orientation to materials and information available
- made telephone or personal contact with minority language parents of students who were not meeting academic standards
- attended inservices pertaining to counseling and bilingual program:

  9/26/85: Inservice at Serramonte 12:00-3:00 regarding community college counselors

  9/27/85: U.C. Counselors inservice - Red Lion Hotel, San Jose - update on new regulations at U.C.

  10/11/85: All day workshop at CSM, San Mateo, regarding special programs offered, application/catalogue process

  12/6/85: School Guidance Reform at Marriott Hotel, San Jose, county counselors - all day workshop

  3/12/86 inservice, "Tough Love," - at the Newark Hilton, numerous parents in attendance, also para-professionals, and trained counselors attended

  5/1/86: Workshop, bilingual Students with Special Needs, District Office, regarding legislation covering bilingual and special education, current bilingual/special education programs, referrals, dual eligibility

  5/6/86: Workshop on innovative writing/speaking techniques with language for minority students - Dr. B. Segal

- organized and participated in educational field trips for bilingual students:

  10/17/85: College night at Woodside High School gym from 7:00-9:00 p.m. which included Title VII seniors - Bilingual counselor introduced bilingual students to various college representatives

  10/26/85: Open house, U.C., Santa Cruz in which six bilingual students (three Hispanics from Menlo Atherton, three Hispanics from Sequoia) participated in workshops regarding financial aid, university application process, etc., and toured campus.

  11/26/85: Senior Super Day at Stanford University - four bilingual students from Menlo Atherton attended along with the Bilingual Counselor

  2/26/86: Took 30 students to ROP classes - One Sequoia student enrolled in a carpentry class and two Sequoia students enrolled in microcomputer classes.

  4/23/86: Field trip scheduled this date for 50 students from all four Sequoia Union High School District schools to visit U.C.S.F. Medical Center - students from Half Moon Bay High School and So. San Francisco were invited to attend. Each year the Chicanos in Health Education Inc., invite Hispanic students throughout the Bay Area to attend the one day inservice, and tour the medical facilities.

  4/25/86: Assisted in chaparoning approximately 52 Sequoia High School District Hispanic students to Canada Community College, for orientation and classroom observation; e.g., computers, x-ray technology, English and History.

  5/15/86: Organized, with assistance of Hector Serrano (County Parent/Community Liaison), a field trip of nine Hispanic students to Stanford for Project Motivation, which exposes Hispanic high school students to the opportunities available to them in higher education. Students attended classes in groups of three - a university student hosted each group, discussed meeting their goals and toured campus.

- attendance at two EPA parent meetings - invited to present general information that parents should be made aware of concerning school requirements in order to graduate, as well as monitoring process for each bilingual student in the program - parents were representative of schools in the district - the entire meeting was presented in the Spanish language by the Bilingual Counselor.

- consulted at Woodside High School - the Bilingual Counselor worked with one student who had been referred by the District speech therapist.

- met with other community college representatives and arranged student meetings for purposes of enrollment, completion of financial aid applications, etc.

  At one meeting at Canada Community College, Hispanic Counselor discussed the Hart Bill as it effects students at the community college level.

- attended bilingual conferences during school year 1985-86:

  November, 1985 Annual State Conference - A.M.A.E. - co-chairperson for exhibitors - one year in planning this conference

- during school year, worked with Sequoia District Office to develop a new ethnic data registration information form

- made home visits during the school year to help with translation and to assist in the completion of special forms for specific referrals:

  during the school year met with the school nurse and family for one youngster at Menlo Atherton who had been exposed to hepatitis

  1/13/86 & 1/27/86: home visits regarding one Sequoia student to explain the County Dysphasia Program, which necessitated two return calls

  1/14/86 & 1/28/86: home visits for a Menlo Atherton student who is a part of the impaired vision program through the county office - parents needed help with forms, translation.

  3/21/86: home visit for student at Carlmont - discipline problem

  4/8/86: home visit for Menlo Atherton - discipline problem

- met with Dr. Betances, Chicago; discussed a video which illustrates how we can decrease Hispanic drop-out rate - very high energy, motivation video.

- provided articulation between high schools and feeder schools:

  1/16/86 and 1/17/86 met with ESL teachers at McKinley and Kennedy Intermediate Schools to review placement procedures/test scores for incoming 9th graders - also to review Newcomer's Center

  2/26/86: Sequoia district articulation meeting for feeder schools.

- met with nurse and psychologist from Menlo Atherton to discuss common problems to try and coordinate tasks and to prevent a duplication of efforts

- met at Menlo Atherton, R. Gonzales, Counselor at Foothill, regarding the Outreach Program to generate attendance of more Hispanic students at the community college level, who would not otherwise be accepted to a four year college.

- registered eighth graders from feeder schools into 9th grade during entire month of March

- attended COE Parent Advisory Meetings once per month - one meeting in So. San Francisco - 40 parents in attendance from all schools in the bilingual consortium

- attended local bilingual Parent Advisory Meetings, San Mateo County Office of Education every second Thursday - two meetings conducted at Fair Oaks Community Center this school year

- attended summer school meeting regarding transitional program - Ravenswood and new social studies class for ESL students

- Invited to participate in the counselor task force at Holbrook Palmer.

- OICW arranged for visitation to Sequoia

- worked with the District Psychologist to develop a series of educational workshops for parents as there is a need to educate parents and make them aware of the resources available regarding cultural awareness

- attended school activities at each participating school in the bilingual program, e.g., Back to School Night, bilingual school programs and Open House.

- counseled two bilingual program students at Sequoia who were campaigning for school offices: one 11th grade bilingual student was running for Senior Treasurer and as a result was asked to serve on a district-wide committee. Another 11th grade student was running for the Secretary of the Junior Class.

- enrolled four students in the summer program at Canada: one bilingual student from Menlo Atherton, two from Carlmont, and one from Sequoia.

- met five different times with district personnel involving the writing of new Federal grant also met once with County for purpose of discussing new regulations

Conclusions: The objective was attained according to the records provided by the Bilingual Counselor, Maria Romero-Thomas. LEP students assigned to the counselor received information regarding orientation to school/procedures, clarification of grades, report cards and records and requirements for post high school education, as well as informational experiences related to values, self-esteem, and career choices.

GENERAL CONCLUSIONS FOR SEQUOIA UNION HIGH SCHOOL DISTRICT

The B.E.S.A program at Sequoia Union High School District was implemented at an appropriate and satisfactory level for the third year of the project for three high schools in the district: Carlmont, Menlo-Atherton and Sequoia. LEP students in grades 9 through 12 as a part of the departmentalized instructional program were scheduled into ESL, Bilingual Study Skills classes at various levels of English language proficiency -- beginning, intermediate and advanced. Instructional aides assisted in the classrooms as follows: one aide assisted students and the Bilingual Resource Teacher at Carlmont, peer tutors and instructional aides were part of the support staff at Menlo Atherton, and five instructional aides at Sequoia High School.

Objectives developed for each of the three schools in the Sequoia Union High School District were identical and, therefore, conclusions for each objective have been grouped together. Of the eight instructional objectives developed for Sequoia High School District bilingual program, three objectives were attained, and one attained at one of the schools:

- BASIC BILINGUAL INSTRUCTION/ENTRY AND EXIT - ENGLISH LANGUAGE SKILL CLASSES: The objective was attained as 100% of the LEP students passed their English Language skills classes at all three schools in the project. There were no LEP students who earned a grade lower than a "D." Teachers assumed their responsibilities and students did learn.

- DISTRICT-WIDE COORDINATION - DIRECTOR, SPECIAL PROJECTS (SUPPORTED BY DISTRICT RESOURCES: The objective was attained -- by evaluators' observations of bilingual program activities, discussions with bilingual staff, and a review of records, it was concluded that the bilingual program components were implemented in a satisfactory manner at all three schools in the district.

- DISTRICT-WIDE COORDINATION - COUNSELOR (SUPPORTED BY DISTRICT RESOURCES): The objective was attained according to the records maintained by the Bilingual Counselor, Maria Romero-Thomas. All LEP students in the program at each school in the program received information regarding orientation to school/procedures, clarification of grades, report cards and records and requirements for post high school education, as well as informational experiences related to values, self-esteem and career choices.

- PARENT/COMMUNITY INVOLVEMENT: The objective was attained for Sequoia High School, as over 10% of the parents attended at least one school program activity.

Listed below are three objectives that were not attained:

- BASIC BILINGUAL INSTRUCTION/ENTRY AND EXIT - SENIORS READING, WRITING AND MATH PROFICIENCY TESTS: The objective as written was not attained as not all of the 12th grade students passed all of their proficiency tests. However, a high percentage of students at Carlmont, Menlo Atherton and Sequoia did pass all proficiency tests: 26 out of the 29 seniors, or 89%, for whom test score data was recorded, passed all the proficiency tests in reading, writing and math proficiency.

- CULTURAL INTERACTION: The objective as written was not attained -- that 80% of the LEP student population would be participating in at least one school extra-curricular activity. Of the total 354 LEP students in the program 223, or 63%, participated in extra-curricular activities, for example, soccer, Back to School Night, Open House, school dances, etc.

- PARENT/COMMUNITY INVOLVEMENT - Objective 1: The objective was not met at all Sequoia Union High Schools participating in the Bilingual program. At Carlmont, over 20, or 10%, of the parents attended one Parent Advisory Committee Meeting. At Menlo Atherton and Sequoia High Schools, approximately 7% of the parents attended one Parent Advisory Committee Meeting.

- PARENT/COMMUNITY INVOLVEMENT - Objective 2: The objective as written was not attained for Carlmont and Menlo Atherton High School LEP students. The objective stated 10% of the LEP parents would attend at least one school program activity, and at Menlo Atherton a minimum of 5% of the parents attended at least one school program activity, and at Carlmont none of the parents attended school activities.

- STAFFING FOR THE BILINGUAL CLASSROOM: The objective was not attained. While support and assistance was provided for a high percentage of students in their native language of Spanish, 86%, the criterion of 90% as stated in the objective was not reached.

In addition to the bilingual program objective summary above, additional conclusion comments are included below for each school in the program in the Sequoia Union High School District:

Carlmont High School Conclusions:

Frank Noa, Bilingual Resource Teacher, provided students with the knowledge and experiences that helped students achieve proficiency in the English language, improve speaking and listening skills, and develop their study skills, as well as gaining a knowledge of and acceptance of others. Mr. Noa provided bilingual students with a warm and friendly atmosphere which was conducive to students' learning -- a genuine concern for the students' academic progress and attendance, as observed by the evaluator. However, the classroom itself was not adequate for students' needs. As stated in the Bilingual Program Implementation Observations, the evaluators recommend that Bilingual students be taught in a classroom which does not suggest that they are the "step-children of Carlmont."

Menlo Atherton High School Conclusions:

The Bilingual Program conducted under the direction of Ken Winn, Bilingual Resource Teacher, provided those students participating with experiences that prepared them for achievement in the English language, growth in concept development, speaking and listening skills, and the knowledge of and acceptance of others. In addition, the Bilingual Counselor provided students with counseling when necessary and an orientation to school/procedures, clarification of grades, requirements for post high school education, self-esteem, etc., as well as accompanying students on several field trips. Teachers and the counselor seemed genuinely interested in providing the LEP students with the knowledge and concepts necessary in developing their oral and written English language skills.

Sequoia High School Conclusions:

The Bilingual Program, conducted under the direction of John Gomez, Bilingual Resource Teacher, was intended to provide bilingual students with the basic skills in the English language necessary for them to succeed in the mainstream classes. According to the evaluators' observations and discussions with teachers and aides, a well-organized bilingual program was provided for LEP students at Sequoia High School in the academic and ESL areas. However, the General Science class appeared to be a problem area that would require some attention. The indication was that the LEP students were not in a mainstreamed class and, thus, were not meeting the objectives of the regular science classes.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

As a part of the B.E.S.A. Title VII consortium, during the third year of the project, three schools in the South San Francisco Unified School District participated: one junior high school, one high school and one elementary school:

- Parkway Junior High School
- South San Francisco High School
- Spruce Elementary School

For each school in the consortium, a bilingual program description, program implementation observations, and program objectives, findings, and conclusions are presented.

PARKWAY JUNIOR HIGH SCHOOL

Program Description

According to the records there were a total of 118 7th and 8th grade LEP students who participated the B.E.S.A. Title VII program at Parkway Junior High School - 61 7th grade students and 57 8th grade students. A total of $50,444 was budgeted for the implementation of the bilingual program at Parkway Junior High School. Instructional components which were written into the program for the third and final year 1985-86 school year are listed below:

- English as a Second Language
- Academic Content Areas: English, Mathematics, Social Studies and Science
- Career Education
- Multi-Cultural Education
- Parent/Community
- Staff Development

At Parkway Junior High School, there continued to be a high concentration of students with a primary language other than English. The predominant language of the students was Spanish and the remainder of LEP students were either Asian or Pacific Islander. LEP students were identified by means of the Home Language Survey, the Bilingual Syntax Measure (BSM), and the Comprehensive Tests of Basic Skills. The bilingual program was conducted under the guidance of Dave Pollock, Bilingual Resource Teacher. LEP students in the bilingual program at Parkway were offered English as a Second Language and tutorial English classes for the very limited English proficient student. The Parkway bilingual program consisted of six ESL classes, three 7th and 8th grade transitional English classes, two transitional math classes and four tutorial English classes.

In addition, a career awareness program continued to be a part of the bilingual program. Staff development programs were also a part of faculty meetings in order to provide the regular classroom staff as well as bilingual staff with some of the teaching strategies for LEP students who were scheduled into bilingual classes. Three part-time Spanish-speaking aides (three hours daily), provided academic support for the LEP students in the Resource Center. Also, the Parent/Community Liaison, Nelva Martinez, was an integral part of the bilingual program and acted as an intermediary between students, parents and teachers at Parkway, under the direction of Dave Pollock, Bilingual Resource Teacher.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
PARKWAY JUNIOR HIGH SCHOOL

Bilingual Program Implementation Observations

The evaluators visited the Title VII program classrooms during the third year of the project. The purpose of the interim report was to determine if the bilingual program activities listed in the proposal were actually being implemented as stated, and to gather information for the final evaluation of the Title VII program.

Two visits were scheduled for Parkway -- the first visit, February 25, 1986, was scheduled by the evaluators to observe bilingual students in English as a Second Language, and tutorial English classes. The second visit, May 1, 1986, was scheduled to visit the ESL and transitional math classes. According to Dave Pollock, Bilingual Resource Teacher, there were 158 LEP students in the 1985-86 Title VII program.

Ten LEP students were reclassified from LEP to FEP at the time of the evaluators' observation. The following criteria were used for reclassification: CTBS total reading test scores - 31st percentile, a writing test which included three paragraphs, and the BSM II.

Visit February 25, 1986:

Two classes were observed, one ESL class and one tutorial English class. The ESL class was taught by Dave Pollock, Bilingual Resource Teacher, and the Tutorial English class was taught by the bilingual instructional aide.

According to Dave Pollock, Bilingual Resource Teacher, one of the main objectives of the bilingual program at Parkway had been to increase the grade point averages of low-achieving LEP students. A group of 29 seventh grade students with low GPA's were interviewed on a regular basis during the Spring semester of 1986, and were encouraged by the principal, teachers and bilingual resource teacher to adopt behavior and study habits that would assist them in improving their academic performance. Tutoring was also initiated in special subject area classes: Transitional Class English, ESL, and Tutor English. Both parents and Nelva Martinez, Parent/Community Liaison, were involved in the identification process. The bilingual student selection process involved a review of the June report card grades with a "C" average or less in the content areas of English, Social Studies and Math. An analysis was completed by Dave Pollock which indicated that 29 low-achieving LEP students raised their GPA's from an average of 1.14 in June, 1985 to 1.77 in January, 1986. Three of the students improved by more than one and one-half grade points, one student remained the same, and five students had lower averages.

Multicultural activities included a bulletin board set-up in the main office to display third period worksheets which had the chronology of students' dreams and lives. The evaluator observed a multicultural display on the life of Martin Luther King as well as multicultural materials used in the classroom for this particular unit. Mr. Pollock indicated that the Principal, Angelo Carmassi, was involved in a world-wide art exchange for peace. Mr. Pollock also indicated that one Transitional Social Studies class sent students' artwork to a junior high school in Panama. Students' artwork from another transitional class was sent to Buenos Aires. The theme centered around "getting to know you," and students communicated about differences in cultures and lifestyles.

Mr. Pollock attended the CABE conference in January, 1986, and brought back materials from one of the sessions on ways to improve the reading comprehension skills of bilingual students. He shared the instructional materials with Parkway teachers. The materials covered reading strategies to develop students' vocabulary categorization skills, to identify the main idea of the text, to generate vocabulary related to a specific topic, and to develop a sense of the structure of the concepts being studied. According to Mr. Pollock, more emphasis had been directed toward the reading comprehension area because bilingual students had experienced difficulty in their Social Studies class due to the large amount of English reading required. Mr. Pollock also attended the AMAE Bilingual Conference in November, 1985 along with three staff members.

ESL - 3rd Period:

During the third period ESL class, as a part of the school-wide Career Education program, an outside consultant to the So. San Francisco Unified School District presented a two-week program on career education. As observed by the evaluator, seven LEP students, who spoke only the Spanish language, were being taught by Dave Pollock at the beginning ESL level. During this period Mr. Pollock discussed the importance of attending school and graduating from high school, and the importance of educating the bilingual student for employment. Spanish film strips were also shown to students to emphasize the importance of being bilingual. LEP students sat in a semi-circle as the instructor taught the class, and were very attentive as the teacher spoke. Instructional materials in Spanish were used. During the discussion, the Program Planning Handbook for High School students 1985-86 was used as a part of the lesson. A back and forth discussion between the teacher and students ensued about where students would attend college, graduation requirements, credits and course descriptions. Mr. Pollock gave examples of courses which might be offered at the college level: English, Home Economics, honors courses, performing arts, and industrial technology. The teacher further explained about the courses so that the students would be apprised of what courses were available. Mr. Pollock used the chalkboard to explain and illustrate, in English, a point regarding courses and credits. He used the Spanish language to explain the total semester credits necessary for students while attending high school and the credit requirements for graduating. Mr. Pollock also explained to the students that there would be no credit for a report card grade of "F." The Hart Bill requirements and the need for passing the proficiency test in order to graduate were discussed by Mr. Pollock. All students responded and participated in the discussion. At this point, the teacher listed, on the chalkboard, the differences in requirements between community colleges and universities.

Tutorial English - 4th Period:

Seven LEP students present were observed being instructed by the bilingual aide in a classroom adjoining the ESL class taught by Mr. Pollock. The evaluator observed the text, "Practical English" being used with the class. A lesson was presented by the aide who used the chalkboard to illustrate the difference between "to like" and "to want," with an excercise from the text, e.g., "He likes coffee." After this activity was completed, song sheets were distributed and students began singing, along with the instructional aide, in English. Students were then divided into two teams in order to participate in the vocabulary drill exercise, "Tic Tac Toe." Students were involved in this exercise to prepare them for a vocabulary test. In this particular exercise, one team of students had to spell a word correctly, for example, "mayonnaise," in order to receive a 0 or a 4 on the Tic Tac Toe chart. If one team missed the word, the other team had the opportunity to spell the word correctly and receive points. Students on each team had to write the word on a piece of paper in order for the teacher to make sure that they understood the vocabulary words being presented.

Visit May 15, 1986:

During the second visit the evaluators visited three classrooms during the first, second and third periods. Mr. Pollock spoke to the evaluators about the bilingual program before the class began and indicated that one bilingual instructional aide returned to college, obtained her teaching credential and was hired by a school district. Mr. Pollock also indicated that Parkway School staff was applying for a two-year Title VII extension to their present bilingual program. According to Mr. Pollock, three bilingual aides assist in the classrooms three hours and fifteen minutes per day.

ESL - 1st Period:

Dave Pollock was observed instructing five LEP students in English oral language, but used the Spanish lanuage to assist students when necessary for comprehension. The instructional lesson for the period involved learning about "silhouettes." Mr. Pollock began the lesson by asking, "Before photography, what did people have?" One student replied, "paintings." The teacher further explained about the word silhouette and explained to students that a project for the period would be to construct a silhouette of themselves. Before students involved themselves in the project, one student read a passage orally about the history of photography. Each student took his/her turn in reading a portion of the passage. Mr. Pollock described the cause and effect of photography - that "pictures took a long time to make in the early days and cost a lot of money." Paintings and silhouettes resulted from this dilemma. People wanted pictures made of themselves which were inexpensive, that they could afford. As Mr. Pollock continued the discussion with the students, he indicated that silhouettes began with a pencil drawing on a black-on-white background. For the the silhouette project, Mr. Pollock used a slide projector for light and placed a piece of construction paper on the chalkboard. Each student drew the profile of another student as he/she stood in front of the paper. Then the students used scissors to cut out the profile which was then placed on black construction paper. Students spoke to each other in English as they discussed the entire process. In addition, as a part of the project, Mr. Pollock had students write a short autobiography beneath their silhouettes. Mr. Pollock explained to the evaluators that an entire unit was prepared for the area of photography which involved another art project. Students placed colorful pieces of tissue paper, one overlaying the other in a design of the students' choosing. The finished product was then placed on the window so that the sun could fade the overlay and the design could then be seen. The evaluators observed that students' written work was displayed on the bulletin board and the topic for the written work was, "If I had $10,000,000." Mr. Pollock indicated that this activity was a part of the spelling, grammar, and composition portion of the class.

Transitional Math - 1st Period:

Fourteen students were observed in the first period math class and seven of the students were LEP. The bilingual aide was observed working with a small group of students on a math assignment involving ratio - inches and feet. The teacher was also observed working with a large group of students on a ratio/proportion instructional activity. One student brought into class a blueprint about the construction of a house so that students could visualize dimension, for example, that one-fourth inch is actually equal to one foot. The teacher reviewed students' homework orally and discussed problems when they arose. Expectations for completing assignments were the same for all students in the math class. The teacher explained to the evaluators that Tuesday and Thursday are scheduled for individualized math for Title I and Title VII students assisted by the instructional aide. Homework was assigned on a daily basis.

Tutorial English - Beginning:

Five students were observed being instructed by the bilingual aide, and Mr. Pollock. The main thrust of this class was on the anthology of ESL skills: colors, games, stimulus, classroom stories, parts of the body, art activities - coloring, cutting, pasting. According to Mr. Pollock, two of the LEP students were quite slow and were disadvantaged educationally as they have had very little in the way of education in their home country. The aide reviewed with students commands from the "Practical English" text in both English and Spanish beginning with verbs, for example, "Open your book," "Close the door." The teacher used the chalkboard to illustrate the first word in the lesson, students orally gave the command in English and then copied the word on paper. The aide explained the meaning of a command while she used Total Physical Response -- as she went to the door and opened the door, and as she also opened a book. Then the aide gave the students two minutes to develop a command/verb for several nouns: magazine, window, etc. The students then organized a sentence and orally stated the sentence to the teacher using the selected command, for example, "Give the magazine to Mr. Pollock," "Look at the window." After the exercise was completed, the instructional aide instructed the class that a spelling test would be given the following day and that students must be prepared to use the words in a sentence. A spelling game of "hangman" was used with students to prepare them for the spelling test. The aide used the chalkboard as she reviewed students' homework assignment regarding a variety of ways to tell time, to help students understand the words "past" and "to." Illustrations were also provided in the students' workbook.

Parent Component:

Parent Advisory Committee Meetings were scheduled every other month by Dave Pollock, Bilingual Resource Teacher, with the assistance of Nelva Martinez, Parent/Community Liaison. Mr. Pollock organized the Parent Advisory Meetings and consulted with parents after each meeting regarding areas of concern. Meeting notices were sent to parents in both English and Spanish. Three meetings had been scheduled to date. Agenda items included educational experiences, report card grades, bilingual program requirements, courses offered, and the importance of students attending class. The first parent meeting involved 21 parents, the second involved 11 parents and the third involved 9 parents. The Parent/Community Liaison also provided tutoring when necessary for LEP students, and assisted in translating English into Spanish for IEP Special Education meetings when necessary.

Conclusions: The Bilingual Program activities were being implemented at Parkway Junior High School for the third year of the project, under the direction of Dave Pollock, Bilingual Resource Teacher. Mr. Pollock, with the assistance of the instructional bilingual aides, and the transitional classroom teachers, was providing students with the knowledge to develop English language skills, speaking and listening skills, and to develop a cultural awareness of others. According to the study initiated and conducted by Mr. Pollock, low performing LEP students showed gains in their GPA's. The twenty-nine 7th grade students who were selected for low-academic performance, LEP students, on the average, increased their grade point average .63 from June, 1985 to January, 1986. The parent component was also successfully implemented. Parent Advisory Committee Meetings were scheduled every other month under the direction of the Parent/Community Liaison, Nelva Martinez.

PARKWAY JUNIOR HIGH SCHOOL

Program Objectives/Findings/Conclusions

Data were collected for the five instructional components, objectives and activities listed in the bilingual project for Parkway Junior High School (see Program Description). Presented below are the objectives, findings and conclusions for each objective.

COMPONENT - ENGLISH AS A SECOND LANGUAGE:

Objective: By June, 1986, as a result of instruction in the ESL class for at least 80% of the school year, LEP students will acquire basic English language skills. All students will complete at least 2 levels in the IDEA continuum or BSM II beyond their entry level or will be exited from the program. The IDEA program profile will be used to measure attainment. ESL classes will be established and an aide in each class.

Findings: The IDEA program was used as a strategy to assist the junior high school LEP students enter into the school's regular classroom activities as soon as possible, according to the Bilingual Resource Teacher. The IDEA program provides various sequential levels of oral English language development so that students may progress from survival in a school setting through the home and into the community. Each level of progression developed the students' vocabulary, understanding of English -- following directions, descriptive words, grammatic structure, articulation, and the student's ability to express himself/herself orally using English. Placement tests were administered for each objective in the program, and the Individual Pupil Profile Cards were used by staff to record the progress of each student throughout the entire program. There were 60 seventh and 57 eighth grade LEP students for whom summary results were obtained. Preceding the table presented on the following page is a description of the IDEA program student categories used in the following table.

- Beginning IDEA Levels to Exit: Students in this category entered the IDEA sequential program at various levels and then exited upon completion of the program.

- IPT to Mastery: Students in this category mastered the IDEA program based upon the results of the IDEA Placement Test.

- IPT to Specific Level of IDEA: Students in this category, after completing the Idea Placement Test, mastered individual or specific levels within the IDEA program.

- BSMI/II to Specific Level of IDEA: Students in this category, after completing the BSM I or II, mastered individual or specific levels within the IDEA program.

- Number of Students who Mastered the IDEA Beyond Entry Level in IDEA: Students in this category began and ended on a specific level within the IDEA program.

The table below presents a summary of the data recorded for LEP students in the IDEA English oral language instructional program.

IDEA LEVEL MASTERY

Grade Level	Total N	Beginning IDEA Levels to Exit N	IPT* to Mastery N	IPT* to Specific Level IDEA N	BSMI/II to Specific Level IDEA N	Number of IDEA Levels Mastered 0	1	2	3+
7	60	6	27	6	10	0	0	0	11
8	57	7	32	0	8	1	0	1	8
TOTAL	117	13	59	6	18	1	0	1	19

*Idea Placement Test

Both grade 7 and grade 8 students were administered either the IDEA placement test or the BSM Level I or II at the beginning of their enrollment in the bilingual program and advanced to either Level I through Level VII, Mastery or Exit in the IDEA program. From the data gathered it was observed that 20, or 17%, of the students, except one grade 8 student, increased at least two levels in the IDEA program. Fifty-nine, or 50%, grade 7 and 8 students mastered the IDEA program, 13, or 11%, grade 7 and 8 students exited the IDEA program, and 24, or 21%, of the students who were assessed with the IPT or BSM II increased their levels by at least two on the IDEA program.

Conclusions: The objective was attained for all students, except one grade 8 student. LEP 7th and 8th grade students either completed two levels of IDEA, mastered or exited the IDEA program. Instruction in the ESL classes appeared to be effective as a means of helping students acquire their English language skills.

COMPONENT - ACADEMIC CONTENT AREAS: ENGLISH, MATHEMATICS, SOCIAL STUDIES, SCIENCE:

Objective: Students assigned to the Resource Center will obtain skills and/or knowledge in the academic subject written areas of English, mathematics, social studies and science. All students in attendance for at least 80% of the school year will earn a passing grade of "D" or better in all four academic subjects.

Findings: The Bilingual Resource Teacher's log of report card grades were reviewed in the four academic areas of English, Math, Social Studies and Science for LEP students assigned to the Resource Center. A summary of the data collected is presented below:

RESOURCE CENTER - REPORT CARD GRADES

	Total		A		B		C		D		F	
Grade	N	Subject	N	%	N	%	N	%	N	%	N	%
7	61	English	10	16	17	28	24	39	7	11	3	5
	61	Math	6	10	19	31	23	38	11	18	2	3
	51	Social Studies	3	6	7	14	20	39	19	37	2	4
	32	Science	3	9	16	50	6	19	5	16	2	6
8	56	English	7	13	21	38	21	38	7	13	0	0
	56	Math	3	5	19	34	21	38	10	18	3	5
	47	Social Studies	2	4	9	19	15	32	17	36	4	9
	25	Science	7	28	7	28	4	16	5	20	2	8

Each of the 7th and 8th grade English, math and social studies classes had a higher enrollment of LEP students than did the science class, as not all LEP students were enrolled in Science. Grade 8 English students showed the highest percentage of students who received a passing grade of "D" or better -- all 56 students, or 100%, for whom report cards grades were recorded. It was noted that a high percentage of students, over 91% in both 7th and 8th grade, received a passing grade of "D" or better across all academic subject areas. Grade 8 social studies students showed the highest percentage of students who received an "F," 9% or 4 students.

The table below shows the total number of LEP students who passed all three tests in the areas of English, Math and Social Studies, with a passing grade of "D" or better. The academic area of science was not included in this tabulation as not all students were scheduled into the science class. In addition, for some students, information was recorded for only two academic classes (instead of the three chosen to address this objective), therefore, these students are not included in the table below.

STUDENTS WHO PASSED ALL ACADEMIC SUBJECTS

Grade	Total N	English/Math/Social Studies N	English/Math/Social Studies Percent
7	52	50	96
8	47	43	91

As shown in the table above 96% of the 7th grade students, and 91% of 8th grade students, for whom information was recorded, passed all three of their academic subject areas of English, Math and Social Studies with a grade of "D" or better. In addition, those students who did not pass all academic subject areas usually failed only one subject area.

Conclusions: The objective as stated was not attained. Not all students earned a passing grade of "D" or better, in the three content areas of English, Math, and Social Studies, as stated in the objective. However, a high percentage of the LEP students did receive passing grades or higher, especially in the subject area of English. Social studies continued to be an area of relative weakness for both the 7th and 8th grade LEP students. It is assumed that the weakness was partly due to the great amount of required reading. The evaluators recommend that the instructional reading materials used in social studies be reviewed.

COMPONENT - CAREER EDUCATION:

Objective: By June, 1986, all of the LEP students assigned to the Resource Center will have the knowledge necessary to search for and acquire information about a career interest. The completion of all search activities will serve to measure attainment. Observation of the Bilingual Resource Teacher's records will be used to verify attainment that all LEP students complete either the District Career Education Program or the completion of the Career Interest Inventory.

Findings: Grade 7 students participated in the District Career Education Program, and 8th grade students participated in either the District Career Education Program or completed the Career Interest Inventory. The Bilingual Resource Teacher's records verified the following information:

CAREER EDUCATION

Grade Level	Student N	Completion of Career Interest Survey	District Career Education Prog.	Indepth Study One Career
7	62	0	62	0
8	59	59	38	21

Students in 7th grade participated in the District Career Education Program and, therefore, were not involved in an in-depth study of a career as were 8th grade students. Twenty-one or 36% of the 8th grade LEP students were actively involved in searching and obtaining information about one specific career interest as indicated on the table on the following page.

GRADE 8 STUDENTS

Name of Career Choice In-Depth Study	Number of Students
- Aircraft Mechanic	1
- Architect	1
- Beautician	1
- Computer Programmer	1
- Computer Technician	1
- Doctor	1
- Fire Fighter	1
- Lawyer	1
- Machinist	1
- Mechanic	1
- Nurse	2
- Pilot	1
- Police Officer	1
- Secretary	4
- Social Worker	1
- Teacher	1
- Truck Driver	1
TOTAL	21

As shown in the table above a variety of careers were studied by LEP students in the program.

Conclusions: The objective as written was attained. All 7th grade students participating in the program, for whom information was available, participated in the District Career Education Program. In addition, all 8th grade students, for whom information was available, completed a career interest inventory, and studied one career in-depth, or were a part of the District Career Education Program.

COMPONENT - MULTICULTURAL EDUCATION:

Objective: By June, 1985, LEP students who have participated in the Title VII program for at least 80% of the school year, will demonstrate knowledge of the history, geography, food and customs of at least three cultures from the following list: Hispanic, Chinese, Japanese, Filipino, Samoan and Tongan. Attainment will be determined by observation of teacher's logs.

Findings: Multicultural activities included a bulletin-board which was maintained in the administrative office of Parkway to display third period English class worksheets which had the chronology of the students' dreams and lives. A multicultural display on the life of Martin Luther King, including a chronology, was prepared and instructional materials were used in the classrooms for this particular unit. The Principal, Angelo Carmassi, had involved Parkway students in a world-wide art exchange for peace. One Social Studies class sent students' artwork to a junior high school in Panama, and students' artwork from another transitional class was sent to Buenos Aires - the theme centered around "getting to know you," as students communicated about differences in cultures and life styles.

Conclusions: A review of the Bilingual Resource Teacher's records verified that students wrote essays and participated in Social Studies class discussion regarding the various multicultural topics. The activities of the Title VII multicultural component appeared to be integrated into the total school program. The objective was attained.

COMPONENT - PARENT/COMMUNITY:

Objective: During the school year, parents will obtain skills/knowledge in the following:

- **a. planning the activities of a bilingual program**
- **b. on-going evaluation of the program**
- **c. role of parents in relation to LEP students school assignments**
- **d. conferencing with teachers**
- **e. budget planning**
- **f. functions of an advisory committee**

Attainment will be determined by observation of records maintained by the Parent/Community Liaison. Records will show that parents were active in each of the six areas listed.

Findings: Dave Pollock, Bilingual Resource Teacher, planned and organized the Parent Advisory Committee meetings and presented bilingual program information at each Parent Advisory Committee meeting. In addition, he consulted with parents on an individual basis after each meeting regarding areas of concern. Nelva Martinez, Parent/Community Liaison, also provided support for the Parent/Community component. Flyers were sent to parents in both English and Spanish to apprise parents of Parent Advisory Committee Meetings. According to the sign-up sheets and agenda items, there were four school site meetings scheduled during the 1985-86 school year as follows:

> **October 23, 1985:** Twenty-one parents attended the first Parent Advisory Committee Meeting at Parkway Junior High. In addition, twenty-two students, the principal, Mr. A. J. Carmassi, Dave Pollock, Bilingual Resource Teacher, three teacher aides and Nelva Martinez, Parent/Community Liaison, were in attendance. Agenda items discussed included bilingual program overview (contracts, homework planning), election of officers, introduction of school staff, county meetings and AMAE Conference as well as a puppet show.
>
> **December 4, 1985:** Eleven parents attended the second Parent Advisory Committee Meeting at Parkway, and nine students also attended. Mr. A. J. Carmassi, Principal, Dave Pollock and Nelva Martinez were also in attendance. Agenda items included report on AMAE conference, report on parent survey, information on report cards, a parent-student hand out, and report on future goals on Title VII federal aid - letters addressed to school principal and Congressman Lantos.
>
> **February 19, 1986:** Nine parents attended the third Parent Advisory Commmittee Meeting at Parkway, including seven students. Staff members in attendance were Dave Pollock and Nelva Martinez. Agenda items included the translating of letters sent to Mr. Carmassi and

Mr. Lantos, a report on reclassification and academic improvement, explanation of school rules and procedures, and discussion about the future county meeting at Spruce Elementary.

May 5, 1986: The final Parent Advisory Committee meeting was held at the Parkway school cafeteria. More than 300 people attended, including students, as well as 13 staff members. Special activities included folkloric dances performed by 2nd grade students from Spruce, a little theater, and distribution of awards for LEP students with high academic standing in the various classes. In addition, a speaker from the La Raza Club at So. San Francisco High School discussed the Battle of Puebla and why people celebrate May 5th. A potluck dinner followed the activities.

Other school activities which involved LEP parents are listed in the table below:

PARENT PARTICIPATION

Date	School Activity	Number of Parents
10/2/85	Back to School Night	200
11/9/85	AMAE Conference (political/culture)	5
11/13/85	District Meeting (report to schools)	2
2/13/86	County Meeting	2
3/5/86	District Meeting (report to schools)	1
3/12/86	County Meeting (Spruce)	150
5/13/86	School Review (evaluation)	1

Conclusions: The objective was met. Four local Parent Advisory Committee meetings were conducted and attended by Parkway parents. In addition, parents also attended Parent Advisory Committee Meetings on a district as well as county-wide basis. At the first meeting, parents were elected and served on the Parent Advisory Committee Board. School activities also involved bilingual parents, especially the Cinco de Mayo potluck dinner on May 5, 1986. The thoroughness for which this objective has been met is due to the efforts of the Bilingual Resource Teacher and Parent/Community Liaison, and of the support of the school staff and school principal.

COMPONENT - STAFF DEVELOPMENT:

Objective: During the year, as a result of inservice training offered by the Title VII project staff, the faculty members at Parkway will use teaching strategies/activities appropriate to the instruction of LEP students. A checklist administered at the beginning and end of the school year will serve to determine attainment. Each teacher will use at least two new strategies/activities.

Findings: According to the records provided and discussions with the Bilingual Resource Teacher, Dave Pollock, the following staff development activities were offered to staff members at Parkway Junior High School:

1. Faculty Meeting devoted to LEP students Reading Comprehension - After Dave Pollock attended the AMAE conference he brought back and shared helpful hints with Parkway staff during a faculty meeting to foster reading comprehension among LEP students.

2. Project STEAM materials were used with LEP students in one Social Studies class

3. Dave Pollock purchased math manipulatives to be used with LEP students, and was in the process of organizing a presentation for LEP students who were enrolled in remedial math classes. A future project for next year will involve demonstrations in the use of math manipulatives for LEP students.

Conclusions: The objective as stated was not attained. A checklist was not developed or administered to staff members at the beginning or end of the school year to determine attainment of the objective. However, two staff development activities were used with bilingual and regular teaching staff in the instruction of LEP students.

GENERAL CONCLUSIONS FOR PARKWAY JUNIOR HIGH SCHOOL

The B.E.S.A program at Parkway Junior High School was implemented at an appropriate level in all of the classes visited, under the direction of Dave Pollock, Bilingual Resource Teacher. Mr. Pollock, with the assistance of three part-time Spanish instructional aides, as well as the transitional classroom teachers, provided students with the knowledge to develop their English language skills, speaking and listening skills, and to develop a cultural awareness of others.

Of the six instructional objectives developed in the Parkway Junior High School bilingual program, four were attained:

- ENGLISH AS A SECOND LANGUAGE: The objective was attained for 116 out of 117 students, 99%, except for one grade 8 student. LEP 7th and 8th grade students either completed two levels of IDEA, mastered, or exited the IDEA program. English oral language instruction appeared to be effective in helping students acquire their English language skills.

- CAREER EDUCATION: The objective was attained for all 7th grade students who participated in the District Career Education Program, and for all 8th grade students who completed a career interest inventory, studied one career in-depth or were also a part of the District Career Education Program. Students who were assigned to the Resource Center acquired information about some of the following careers: secretary, doctor, nurse, truck driver, etc.

- MULTICULTURAL EDUCATION: The objective was attained. All students were involved in multicultural activities, especially in the Social Studies classes. Several classes sent their artwork to junior high schools in Buenos Aires and Panama, and wrote essays as well. In addition, a bulletin board was maintained in the main office of Parkway to display worksheets of mainstreamed third period students, including bilingual students, indicating a chronology of the students' dreams and lives.

- PARENT/COMMUNITY: The objective was attained as parents were active in a variety of activities including: four Parent Advisory Committee meetings, and parents were elected to the Parent Advisory Board, Back to School Night, District and County meetings. The effectiveness of the objective was due to the efforts of Dave Pollock, Bilingual Resource Teacher, and Nelva Martinez, Parent/Community Liaison, as well as the support of the school principal, A. J. Carmassi, and school staff.

The two objectives which were not attained were:

- ACADEMIC CONTENT AREAS: ENGLISH, MATHEMATICS, SOCIAL STUDIES, AND SCIENCE: The objective as stated was not attained. However, a high percentage of LEP students did receive passing grades of "D" or better, in the individual content areas of English, Math and Social Studies. Students in the academic area of science were not included in the calculation as not all students were scheduled into the science class. Overall, a total of 93 out of 99 seventh and eighth grade students who were included in the calculations, or 94%, passed all academic subjects of English, Mathematics and Social Studies. Specifically, English was an academic area of strength and Social Studies was an academic area of weakness. The weakness in Social Studies could be partly due to the great amount of required reading.

- STAFF DEVELOPMENT: The objective as stated was not attained as a checklist was not developed or administered to staff members to determine strategies/activities used by teachers after attending inservice training activities. However several staff development activites were provided: 1) faculty meeting regarding the development of LEP students' reading comprehension, 2) STEAM materials used in one social studies classroom with LEP students, and 3) the purchase of math manipulatives to be used with LEP students in remedial math classes.

Dave Pollock initiated and conducted a study of low-achieving LEP students who were interviewed on a regular basis during the Spring semester, 1986 and were encouraged by the principal, teachers and Bilingual Resource Teacher to adopt behavior and study habits that would enable them to improve their academic performance, including the use of tutoring assistance. Parents and the Bilingual Parent/Community Liaison were involved in the identification process -- June report card grades of "C" or less were used. The analysis revealed that 29 low-achieving LEP students raised their GPA's from an average of 1.14 in June, 1985 to 1.77 in January, 1986. Three of the students improved by more than one and one-half grade points, one student remained the same, and five students had lower averages than originally.

The parent component was also successfully implemented. Parent Advisory Committee Meetings were scheduled every other month under the direction of Dave Pollock, Bilingual Resource Teacher, with the support of Nelva Martinez, Parent/Community Liaison.

Overall, many 7th and 8th grade LEP students made positive gains and the measurable growth was evident.

SOUTH SAN FRANCISCO HIGH SCHOOL

Program Description

According to the Bilingual Resource Teacher, Pat Martinelli, and records maintained, approximately 325 students in grades 9, 10, 11 and 12 participated in the bilingual program at So. San Francisco High School. A total of $50,000 was allocated for the implementation of the bilingual program. Instructional components which were written into the project for the third project year, 1985-86, were as follows:

- Language Center Multilingual, Multicultural
- Career Center
- Basic Skills
- Multicultural
- Parent Community Involvement

LEP students continued to be identified with two instruments: the Bilingual Syntax Measure (BSM II) to determine their English language proficiency, and the Wide Range Achievement Test to measure students' basic skills and literacy in the content areas of reading (recognizing and naming letters, pronouncing words), spelling, and math. In addition, an essay was required to measure students' writing abilities in the skill areas of mechanics, content and organization. Students who did not pass one of the above mentioned tests, including the essay, were then classified as a Limited English Proficient student. Then, depending upon the students' English proficiency level, they were placed in the bilingual program which was designed to help develop their English language oral and written skills.

The range of the LEP students varied from the non-English speaker to the bilingual students who had some deficiency in writing skills. Furthermore, the majority of students who continued to be served by bilingual staff at So. San Francisco High School were Spanish and an individualized bilingual curriculum was provided. Instructional programs for LEP students varied from a strong emphasis on English as a Second Language and the Bilingual Language Lab to transitional classes with bilingual staff (teachers/aides) support to monitor achievement in the regular mainstreamed curriculum program. A list of the bilingual mainstreamed classes are presented below:

- Algebra
- Competency Math
- Consumer Math
- Economics
- English (various levels)
- English as a Second Language
- General Math
- Government

- Health and Safety
- Life Science
- World History

In addition, the bilingual LAB staff provided instruction and support for three separate groups of LEP students: beginning, intermediate and advanced students. Students were grouped for each period with other LEP students of equal English language ability in each class.

SOUTH SAN FRANCISCO HIGH SCHOOL

Bilingual Program Implementation Observations

The evaluators visited the Title VII program classrooms during the third year of the project, in order to determine if the bilingual program activities listed in the proposal were actually being implemented as stated, and to gather information for the final evaluation of the Title VII bilingual program. Approximately $90,000 ($50,000 from Title VII program - $40,000 from the So. San Francisco School District) was appropriated for the Bilingual Program.

First Visit March 6, 1986:

On this date the evaluators met with Pat Martinelli, Bilingual Resource Teacher, and she accompanied the evaluators to each of the Title VII classrooms as follows:

Subject	Teacher	Aide	Period
English I	Derfield	Del Pinal	4
Algebra .5A	Smilovitz	Pineda	4
Bil. Lab I	Dinelli	Drosky	4
ESL IV-B	Marra		4
Gen. Math ESL	Bonanno	Del Pinal	5
Biology TC	Milani	McCartney	5
Life Science ESL	Parsons	Pineda	5
Gen. Math	Fuller	Drosky	5
ESL IV-A	Marra		6

According to Pat Martinelli, the initial process for identifying LEP students remained the same as the last project year, namely, those students who indicated another language other than English, on the Home Language Survey, were administered a battery of tests to determine their English language proficiency:

- Bilingual Syntax Measure II (oral English exam)
- Wide Range Achievement Test (basic skills test)
- Essay written (evaluated on mechanics, content and organization)

If the student did not pass one of the above tests, the student was classified as LEP, and placed in a program which assisted him/her in developing his/her English oral language skills, depending upon his/her English language ability. Over the three year period of the Title VII project at So. San Francisco High School, LEP students have been assisted with a strong emphasis on ESL and Bilingual Lab, transitional classes with bilingual support, and monitoring of achievement in the regular mainstreamed instructional program.

Last year there were fourteen sections of pure ESL instruction. However, for this year there were twenty sections of pure ESL instruction, which included the following courses: General Math, U.S. History, ESL, Bilingual Language Lab, and 20th Century World History, Life Science, and Earth and Physical Science.

Seven transitional classes (TC) were being conducted for LEP students in the Spring Semester at So. San Francisco High School in order to give LEP students additional support before being mainstreamed into regular classes, i.e., English I, General Math, 20th Century World History, Algebra, U.S. World History and Biology. Evaluators reviewed a letter and an assessment form which was sent by the Bilingual Resource Teacher to all transitional classroom teachers in order to assess the means of bilingual support in the classroom, and to provide the optimum program for the LEP students needing additional language support. The assessment form addressed the method of instruction by the teacher, method of assistance by the aide, peer tutors, other support systems in class for LEP students, and recommendations or comments.

The evaluators reviewed the aide and bilingual peer tutors' schedule developed by the Bilingual Resource Teacher for Spring, 1986 for So. San Francisco High School. Five Title VII bilingual aides assisted students in both ESL and Transitional classes. Four aides were paid through the Title VII program, and one aide was paid through the Economic Impact program. In addition, five bilingual peer tutors assisted LEP students during first and sixth period classes: Health and Safety, General Math, Algebra 5B, Bilingual Language Lab III, and Reading I.

An Academic Improvement Class had been organized for LEP students one hour after school, from 3:00 to 4:00 P.M., Monday through Thursday. Pat Martinelli, Bilingual Resource Teacher, was responsible for this class which was presented on a daily basis. According to the syllabus reviewed by the evaluators, the program provided support and reinforcement for LEP students who were unable to understand homework assignments or who needed additional assistance and further guided practice in the completion of their class assignments. The Bilingual Resource Teacher and the peer tutors also made sure that students were on track with their required classes in order to graduate. In addition, the Academic Improvement Class provided encouragement, and established a relationship of confidence and cooperation between the aides, tutors and the students. An open door policy existed where LEP students brought homework or concerns from academic classes for which they were enrolled. An average of twelve to fifteen students were tutored and attended on a regular basis, with attendance monitored by a daily check-in and check-out sheet which listed the subject, teacher, homework assignments and period. One adult bilingual aide, and two peer student tutors also provided support for LEP students and were paid from funding through the Title VII program. In addition, two peer student tutors assisted LEP students during the hour for Community Service and received five units of credit. According to the Bilingual Resource Teacher, a questionnaire was completed by the tutors to assess their ability to deal with students in the program. The results of the completed questionnaires indicated that tutors felt that the Academic Improvement Class was working well for them as well as the students.

The Bilingual Resource Teacher mailed to parents of LEP students information, in both English and Spanish, relating to rules and standards established for students attending So. San Francisco High School. The letter covered the areas of: attendance, punctuality, preparedness, daily assignments and homework, Academic Improvement Class, and required courses necessary for graduation. Parents were to share this information with their child(ren).

The Parent/Community Liaison, Nelva Martinez, provided support to parents and students (see parent/community involvement section) both during and after school, e.g., scheduling/organizing Parent Advisory Meetings, providing transportation to conferences and County Parent Advisory Meetings, translating for parents at school conferences, pretesting students for reclassification, etc.

According to the Bilingual Resource Teacher, 48 LEP students were reclassified during 1985-86 school year. State guidelines for exiting LEP students from the bilingual program were used. LEP students who were achieving in the regular mainstream program and who developed their oral, written and basic skills to the level of their peers, qualified for reclassification. In addition to the foregoing criteria, evidence of LEP students' academic achievement in the form of grades was required. Students who were recommended for reclassification were screened by a Student Appraisal Team, consisting of teachers, administrators, Bilingual Resource Teacher, parents and the student. During this meeting the test results were reviewed and an additional test administered, the "Student Oral Language Observation Matrix." When the student had completed all of the required tests, he or she could then be reclassified to a Fluent English Proficiency status.

Several bilingual staff members (1 Bilingual Resource Teacher, and three instructional aides) attended the Berty Segal workshop on Total Physical Response (TPR), provided by the LEA San Mateo County Office staff.

The evaluators attended the La Raza meeting with the advisor, Pat Martinelli - twenty students were in attendance. The president of La Raza indicated that the dance organized between La Raza and the Black Students Union raised approximately $1000. In addition, other activities were being planned: a Cinco de Mayo dance, and a Latino Youth Leadership conference at Sacramento State University, where students will also visit the Capitol. The president of the group indicated that if students were interested in attending the Latino Youth Leadership conference that they would have to write an essay of 500 words about an issue and complete an application form.

Listed below are brief summaries of each of the classrooms visited by the evaluators:

English I TC:

The evaluators observed ten bilingual students attending the English I class who were, as a group, working on an English literature, vocabulary, reading and writing assignment entitled "Pigman." A worksheet, entitled "Vocabulary, multiple meanings - Pigman," was distributed to students. They read each sentence and chose the appropriate definition by writing the correct definition to explain the sentence, e.g., repress, phenomenal, power of concentration, etc. Basic level curriculum materials were used to assist students with phonetic spelling, syllables, parts of speech, definitions, etc. The teacher, Mr. Derfield, was out ill and the long-term substitute, along with the assistance of the bilingual aide, provided instruction for the LEP students. Students were assisted by the bilingual aide in the students' primary language as they requested help to clarify directions and simplify explanations from the teacher. Homework assignments were given on a daily basis to assist students with vocabulary building and English grammar. The students in the class were a part of the Bay Area Writing Project in which students' written assignments were read in class so that LEP students may learn and benefit from the writing assignments of others. In addition, timed writings were given by the teacher so that students could gain writing experience and, at the same time, build confidence. The teacher used a point system for the number of words expressed by the student on the timed writings. In addition, the teacher organized her weekly lesson plans using another point system. An example of one week's activities completed in class included: remediation worksheet, vocabulary work (prefixes), conduct, library reading, homework, skill building (run-on sentences), sentence fragments, soap opera ending, and poetry reading. During the class period one activity involved students rewriting passages in past tense, and changing the singular form to the plural form. Students also were reading a short story about the "Monkey's Pod," - a two week assignment.

Algebra .5A TC:

Eleven LEP students were observed in the transitional Algebra class, using the text, "Elementary Algebra." The algebra teacher was instructing the class as a whole, but for those LEP students needing further clarification and assistance the bilingual aide provided support. Four LEP students received a grade of "A" last semester in Algebra. During the current semester, five or six LEP students were working at the 4.0 level. The teacher was very patient and explained the lesson in detail the first half hour of the class and then the bilingual aide made sure the LEP students understood by asking them questions about a particular problem, e.g., inequalities. Homework assignments were only given if the student did not complete the work in class.

Bilingual Language Lab I:

The evaluators observed five LEP students being taught by the bilingual teacher, Ann Dinelli. The teacher was using the Total Physical Response (TPR) method with students as they used objects designated as a "library," "office," etc. The teacher stated to each student, "Bring me an 'office' and a 'library' - give them to me - and take the 'library' back and put it on top of the 'record player.'" Another student was asked to, "Bring me the 'tether ball' and the 'bars,' put both on top of the 'office.'" Each student had an opportunity to participate in the activity. In another classroom activity the teacher selected a lesson from the text, "Live Action English," for class discussion. The IDEA program was also being used in this class to develop students' oral English language skills.

ESL IV-B:

Eighteen LEP students were observed in the ESL IV-B class, the top level of the ESL classes, taught by Guy Marra. According to Mr. Marra, students who receive a report card grade of A, B, or C were then ready to enter a general Transitional Class with some type of support. The teacher indicated that more writing is required of LEP students at the higher ESL level as well as use of idiomatic expressions. The evaluators observed the teacher at the chalkboard very patiently explaining correct grammar to students, e.g., "The tests has/have been corrected by the teacher." Students commented on each statement written by the teacher. According to the teacher, other instructional materials were used in this class: Mastery of American English, 540 Essential Words (vocabulary) and idioms text. During this period the teacher also explained the verb "to be," and sentences, changing them to past tense. As part of the lesson, LEP students in the ESL IV-B class had been involved in a class assignment entitled, "Immigrant Experiences," where students wrote about their immigrant experiences, read each other's papers and then interviewed each other. This gave students the opportunity to learn more about different cultures and also about the U.S. from their readings. Students were very attentive and most all students participated in the discussion.

General Math ESL:

Twenty-two LEP students were observed in the General Math class. This class had been previously divided into two sections in order to create space for an expected increase in enrollment as the school term progressed. Mr. Marra had the other class of eight LEP students who need more assistance with the English language. Originally, the General Math class began as a Transitional Class but was later changed to ESL. The text "Math In Life" was being used in the class by the teacher in addition to other instructional materials that the teacher uses from other math texts. Students worked on division of decimals as well as problems in statistics. The teacher indicated that there were very few absences and that none of the ESL students were failing. Occasionally, homework was required if the students did not understand certain math problems - parents must sign a letter that student had completed the required assignment. LEP students worked at their own pace and some students were two chapters ahead of the other students. The teacher made absolutely sure that students understood the math problems before proceeding to the next chapter. Students completed a test at the end of each chapter in the text. If students missed 50% or more of the items, they took the test over and then an average score was derived from the two test scores. In addition to the bilingual teacher, the bilingual aide in the classroom assisted students whenever necessary, speaking in Spanish to try and explain the math problem.

Biology TC:

The evaluators observed three class rows of ESL students organized at the back of the classroom which enabled the instructional aide to assist LEP students with the lab work as well as lesson assignments. The teacher, Mrs. Milani, was observed in a large group discussion about skeletal muscles. Students were using a workbook from the text, "Modern Biology," to write their answers to questions regarding how muscles are responsible for moving bones. As a part of the lab assignment the teacher instructed the students to use the microscope to view the skeletal muscles and then draw the muscle in the workbook. A second part of the lab included parts of the legs and arms where students compared both and then answered questions in the workbook. Students were then instructed to construct a leg out of paper incorporating string so students could see how muscles work. Students assisted one another as they used the microscope and constructed the paper leg. The instructional aide assisted students as they requested her help, and used the English language to clarify points. The instructional aide also maintained a daily log of students' assignments, including pupil prescription sheets, which were then attached to the BILPS at the end of the semester. The teacher was very patient with students and made sure that students understood the lesson.

Life Science ESL:

Twenty-three LEP students were observed in the Life Science class taught by Mr. Parsons. The text, "Focus on Life Science," which was being used, has also been translated into Spanish. The evaluators observed Mr. Parson's use of TPR techniques to discuss the nervous system and compare animals to humans. He also used the anatomical chart to show students how "everything goes to the brain." One student asked if there were any animals that did not have a brain. The teacher responded, "sponges." The teacher also used the overhead projector to explain the endocrine system, explaining the term "endocrine" to students. He further explained the function of the endocrine system in producing and releasing hormones into the body, which then led to a class discussion about hormones. Mr. Parsons gave examples of hormones and described them as chemicals that regulate life's activities, e.g., "Our bodies are like thermostats at home and our body sometimes makes hormones that sometimes we don't need and then shuts off." Students who were having difficulty understanding the lesson were assisted by the bilingual aide who patiently explained the lesson to the students. According to the bilingual aide, one LEP student required more English language support. This particular student first listened to the lecture and then, because the aide took notes, he discussed with the student the teacher's presentation. Mr. Parsons has attended several bilingual conferences this school year: CABE and AMAE. He also attended Berty Segal's workshop on TPR. In addition, he attended the Newcomer's Center at Horrace Mann High School.

General Math TC:

Twelve LEP students were observed in Mr. Fuller's General Math class. Students were completing circle graphs using protractors. The text, "Math in Life," was being used with the students. At times, the teacher also used an overhead projector when necessary to make sure the students understood the lesson. Peer tutoring was available in this class when students needed support. Mr. Fuller used other instructional materials, and teacher developed materials with students in this class. Students were quizzed after each chapter had been completed.

ESL IV-A:

Fourteen LEP students were observed in the ESL IV-A class conducted by the teacher, Mona Nicholas. Students were observed, by the evaluators, reading from the LIFELINE SERIES, a story entitled, "The Shoplifting Game." The teacher began explaining the terms, "rip me off" and asked the students for a definition. New vocabulary words were written by the teacher on the chalkboard, "hold-up," "burglary," and "robbery." One student corrected the teacher when she left out the letter "g" in the word burglary. There was much verbal interaction in the English language between teacher and students on what happens when someone shoplifts - the teacher asked, "What would you do?" The story is one of many in the LIFELINE SERIES, which includes critical thinking skills and questions for discussion at the end of each chapter. The teacher noted that she did have enough copies for all of the students of the LIFELINE SERIES. The teacher had developed activity sheets at the end of each story for the students and then a test was administered also. Other instructional materials used by Mrs. Nicholas included, "504 Absolutely Essential Words" for vocabulary building, and teacher developed spelling tests where students must write a sentence using the vocabulary word, "Let's Learn English #4" for teaching students correct grammar.

Parent/Community Involvement:

Under the direction of Nelva Martinez, Parent/Community Liaison, Parent Advisory Meetings have been scheduled every other month - five were to be scheduled for the school year. Notices were sent home to parents in both English and Spanish apprising them of the date, time, place and purpose of each meeting scheduled. Parent attendance at the various meetings and conferences is listed below:

District Parent Advisory Meetings: Two meetings were scheduled, one on November 13, 1985 and the other on March 5, 1986, with two parents in attendance, and both meetings included information regarding the bilingual program.

Site Parent Advisory Meetings: To date three meetings have been scheduled:

- October 15, 1985: Twenty parents were in attendance, 8 students and 3 staff members, including the principal, Mr. Zaro. The agenda included a presentation from Mr. Zaro who encouraged parents to make sure their children were punctual and prepared for class. The Bilingual Resource Teacher, Pat Martinelli, distributed copies of a listing of services the LEP students receive under the Title VII program. In addition, she explained the purpose of the ESL, TC and English Lab classes, and the duties of the bilingual instructional aides. During this meeting, parent co-chairpersons were elected to the Site Parent Advisory Committee. The Hart Bill proficiency standards for 10th and 11th grade students were discussed by Mrs. Martinez with the parents. The purpose of the Academic Improvement Center was explained to the parents and Rafael Pineda, Bilingual Teacher's Aide, urged all parents to encourage their children to attend this center if they needed assistance.

- December 10, 1985: Ten parents were in attendance, four students and four staff members. Agenda items included a report on the AMAE conference and an invitation was extended to all parents to attend so that they can become better informed of school procedures and existing local and Federal laws. The Parent/Student Contract was discussed by Pat Martinelli. She distributed copies of the letter that she was sending to parents and teachers encouraging them to monitor students' homework habits and to make sure that homework assignments were completed on time. The Parent/Student Contract holds the student accountable for all assignments. To further motivate the students to complete the assignments, the student and parent agree on a reward for the student, and, at the end of the week, the student receives the reward. In order for students to participate they must have their teachers' initials on daily assignments, as well as the parents' initials for work attempted and completed. It was expected that the end result would be that students develop strong study skill habits and at the same time improved their academic performance. The parents also discussed the possibility of the Title VII program not being funded for the next school year. A letter was also sent to Tom Lantos, Congressman, as well as Richard Zaro, Principal, informing them of the committee's concern about the program's continuation.

- January 22, 1986: Twenty-five parents, eleven students and five staff members were present for this meeting. The agenda included Mrs. Martinelli's report on the CABE conference that she attended with other teachers and bilingual aides. Some of the workshops attended by the staff included computers, ESL methodology and new systems and techniques for bilingual classes. The Bilingual Teacher's Aide brought the parents up-to-date on the Academic Improvement Center. Mrs. Martinelli informed parents about the future goals for the continuation of the program, referring to the letters sent to Mr. Lantos and Mr. Zaro. Mr. Zaro indicated that a grant of $4000 was approved for the computer program at So. San Francisco High School. Mrs. Martinez indicated that transportation would be provided for parents who wanted to attend the next County meeting at Fair Oaks Elementry School.

Back to School Night: Twenty-five parents from So. San Francisco attended Back to School Night on October 1, 1985.

College Night: Eight parents were in attendance at this school activity on November 13, 1985.

AMAE: Ten parents and three instructional aides attended this conference held in San Francisco on February 7, 1986.

National Hispanic University: Twenty students, on December 16, 1985, attended the university.

Community meetings in So. San Francisco School District:

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- One hundred parents, the parent liaison and the Principal, Mr. Zaro, attended the Morelos Club for Mexican independence festival on September 16, 1985. The principal met with city officials who oriented him to attend the All Soul's Church meetings (see information below). Nelva Martinez was responsible for the networking of parents to attend the All Soul's meeting.

- All Soul's Church meeting: After a special announcement in the church bulletin, one-hundred fifty parents and six school staff members, including the principal, vice-principal, Bilingual Resource Teacher, and parent liaison attended this meeting after the 12:00 mass at All Soul's Catholic Church to inform parents about the Title VII ESL classes, student report card grading process, scholarships and opportunities for LEP students.

The Parent/Community Liaison also assisted the Bilingual Resource Teacher in the reclassification process, BILPS, for students who were reclassified from LEP to FEP. The Parent/Commmunity Liaison received a special award from the PTA of So. San Francisco High School, as the outstanding citizen of the year for her work with parents in the Title VII program.

Conclusions: According to the evaluators' observations, discussions with teachers, aides, peer tutors, parent liaison, and a review of the records, an exemplary Title VII program, under the direction of Pat Martinelli, is being conducted at So. San Francisco High School. Furthermore, the principal and other administrators, as well as teachers participating in the program, provide the support and communication with parents and students which is necessary in order for an effective Title VII program to exist. As observed by the evaluators, there is a close working relationship between teachers and peer tutors, aides, and bilingual project staff.

A positive way in which staff assist the LEP students is through the Academic Improvement Class which provides LEP students, who are having difficulty with certain subjects, the necessary tutoring for academic improvement. The Parent/Teacher/Student Contract is also another method for helping students to maximize their study skills and to improve their academic skills.

In addition, the Parent/Community Liaison, Nelva Martinez, assisted the Bilingual Resource Teacher, Pat Martinelli, in the organization, communication and direction for the various site, district and county Parent Advisory Committee meetings, where parents recognized the importance of attending the meetings to learn about the school programs and policies on behalf of their children enrolled at So. San Francisco High School.

It was noted in the ESL-IVB class that additional instructional materials are needed for LEP students in the LIFELINE SERIES, which would enhance the instructional program in this class.

SO. SAN FRANCISCO HIGH SCHOOL

Program Objectives/Findings/Conclusions

Data were collected for the five instructional components, objectives and activities listed in the bilingual project for So. San Francisco High School (see the Program Description). Presented below are the objectives, findings and conclusions for each objective.

COMPONENT - LANGUAGE CENTER - MULTILINGUAL/MULTICULTURAL:

Objective: Students who are not able to function in a regular classroom due to lack of English and who have a LEP designation will be assigned one or two periods daily in the multicultural language center. Participants attending the center will develop English to the extent that they can function in the regular classes as shown by pre- and posttest development of language skills on the IDEA Continuum as follows: 80% of the students will master two levels of IDEA.

Findings: Under the direction of Pat Martinelli, Bilingual Resource Teacher, LEP students were assigned to the Bilingual Language Lab one or two periods per day, as well as the English as a Second Language class, depending upon their English language proficiency level. However, the IDEA program was mainly used in the Bilingual Language Lab classes. A total overview of the Bilingual Language Lab and ESL class schedule is presented below:

		Type of Class			
Teacher	Period	Student N	Fall	Student N	Spring
Dinelli	2	8	ESL II	10	ESL III
Dinelli	3	24	BLL 1	21	BLL 2
Dinelli	4	7	BLL 4B	8	BLL 1
Dinelli	5	8	ESL II	9	ESL III
Dinelli	6	20	BLL 2	12	BLL 3
Marra	4	17	ESL IVA	17	ESL IVB
Marra	5	11	ESL IVB	11	Reg. Eng. TC
Marra	6	18	ESL IVB	18	Reg. Eng. TC
Nicholas	1	8	ESL III	8	ESL IVA
Nicholas	2	11	BLL 3	11	BLL 4A
Nicholas	3	18	BLL 4A	18	BLL 4B
Nicholas	6	19	ESL III	19	ESL IVA
Stearman	2			15	ESL I
	Total	169		177	

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The IDEA program enabled teachers to assist the LEP students with their English oral language skills in order that they could become a part of the transitional classroom activities as soon as possible. The IDEA program provided various levels of English oral language development skills from survival in a school setting, through the home, and into the community. At each level of progression, students developed their vocabulary, understanding of English, following directions, descriptive words, grammatical structure, articulation, and ability to express themselves. Presented below in table form is a summary of the number of IDEA levels completed for students enrolled in the Bilingual Learning Lab classes for both the Fall and Spring semesters.

Fall Semester, 1985 - Bilingual Language Lab:

In order to determine the extent of grade 9-12 LEP students' English oral language proficiency for those students enrolled in the Fall Semester, a compilation of students IDEA levels are presented below:

BILINGUAL LANGUAGE LAB CLASSES - FALL, 1985 SEMESTER

	BBL 1				BBL 2				BBL 3				BBL 4A				BBL 4B			
Grade	Class N	Range of Levels	N of Stud. Levels Completed N	%	Class N	Range of Levels	N of Stud. Levels Completed N	%	Class N	Range of Levels	N of Stud. Levels Completed N	%	Class N	Range of Levels	N of Stud. Levels Completed N	%	Class N	Range of Levels	N of Stud. Levels Completed N	%
9	16	I-II	16	100	14	III-IV	14	100	3	V-VI	3	100	7	VII-VIII	7	100	*	Students in 4B have		
10	8	I-II	8	100	1	III-IV	1	100	5	V-VI	5	100	5	VII-VIII	5	100	*	complted IDEA or tested		
11	0				4	II-IV	4	100	1	V-VI	1	100	5	VII-VIII	5	100	*	mastery on IDEA place-		
12	0								2	V-VI	2	100	1	VII-VIII	1	100	*	ment tests		
Total	24		24	100	19		19	100	11		11	100	18		18	100	7		7	100

*Grade level not recorded on data sheet

As indicated in the above table, all, or 79, Bilingual Language Lab students, for whom data was recorded during the Fall Semester, across grade level, completed two levels of the IDEA program at various beginning and ending levels. Students in Bilingual Learning Lab 4B completed the entire IDEA program or tested at mastery on the IDEA placement tests.

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Spring Semester, 1986 - Bilingual Language Lab:

In order to determine the extent of grade 9-12 LEP students' English oral language proficiency for those students enrolled in the Spring Semester, a compilation of students IDEA levels are presented below:

BILINGUAL LANGUAGE LAB CLASSES - SPRING, 1985 SEMESTER

	BBL 1				BBL 2				BBL 3				BBL 4A				BBL 4B			
Grade	Class N	Range of Levels	N of Stud. Levels Completed N	%	Class N	Range of Levels	N of Stud. Levels Completed N	%	Class N	Range of Levels	N of Stud. Levels Completed N	%	Class N	Range of Levels	N of Stud. Levels Completed N	%	Class N	Range of Levels	N of Stud. Levels Completed N	%
9	3	I-II	3	100	8	III-IV	8	100	7	V-VI	7	100	3	V-VI	3	100	7	Students in 4B have		
10	1	I-II	1	100	7	III-IV	7	100	1	V-VI	1	100	5	V-VI	5	100	5	completed IDEA or		
11	4	I-II	4	100	6	III-IV	6	100	4	V-VI	4	100	1	V-VI	1	100	5	tested mastery on		
12	0				0				0				1	V-VI	1	100	1	IDEA placement test		
Total	8		8	100	21		21	100	12		12	100	10		10	100	18			

As indicated in the above table, all 69 Bilingual Language Lab students, for whom data was recorded during the Spring Semester, across grade level, completed two levels of the IDEA program at various beginning and ending levels. Students in Bilingual Learning Lab 4B completed the entire IDEA program or tested at mastery on the IDEA placement tests.

Conclusions: The objective was attained. One-hundred percent of the LEP students enrolled in the Bilingual Language Lab classes completed a minimum of two levels of the IDEA program continuum. LEP students in the Bilingual Language Lab 4B class completed the entire IDEA program and were mainstreamed into the transitional English classes after the fall semester. The IDEA program proved to be an effective instructional program for developing LEP students' English oral language skills.

COMPONENT - BASIC SKILLS:

Objective: By June of each year students enrolled in the transitional classes program will master content in the basic ares of ESL language and math according to the following: Language - students in attendance at least 75% of the time continuously will earn a passing grade. Math - students in attendance continuously at least 75% of the time will earn a passing grade. Report card grades will be used as the measure of attainment.

Findings: LEP students enrolled in the Bilingual Language Lab classes as well as the English as a Second Language transitional classes received English oral language and math instruction, with the support and assistance of bilingual aides and tutors. Students who were enrolled in either or both the Bilingual Language Lab and ESL classes, and for whom report card grades were reported, were used by the evaluators to measure attainment of the objective. In addition, LEP students enrolled in the transitional math classes (General Math, Competency Math, Consumer Math, Math ESL, Algebra and Geometry), and for whom report card data were reported, were used by the evaluators to measure attainment of the objective. LEP student report card data obtained in both the language and math classes are presented according to the Spring, 1986 Semester report card grades.

Spring Semester, 1986 - Language Report Card Grades:

Three tables are presented below which show a summary of grade 9-12 LEP students' Spring Semester, 1986 language report card grades. Each of the three tables represents one or more language classes in which LEP students participated, as some LEP students participated in more than one language class - the Bilingual Language Lab and/or English as a Second Language or Transitional English class.

The table on the following page indicates language report card grades for LEP students participating in the Bilingual Language Lab classes at varying English proficiency levels from 1 through 4A, beginning to advanced.

SPRING SEMESTER, 1986 - LANGUAGE REPORT CARD GRADES

	Bilingual Language Lab Classes																													
	BLL I						BLL 2						BLL 3						BLL 4						BLL 4A					
Grade	Class N	A	B	C	D	F	Class N	A	B	C	D	F	Class N	A	B	C	D	F	Class N	A	B	C	D	F	Class N	A	B	C	D	F
9	1	0	0	1	0	0	16	1	7	4	4	0	19	3	5	7	4	0	19	4	4	7	4	0	0					
10	2	0	1	0	0	1	16	6	6	2	2	0	3	0	3	0	0	0	16	0	7	4	5	0	1	0	1	0	0	0
11	7	0	4	3	0	0	12	1	1	6	1	3	8	0	5	0	3	0	8	0	4	2	2	0	0					
12	0						0						0						0						0					
Total	10	0	5	4	0	1	44	8	14	12	7	3	30	3	13	7	7	0	43	4	15	13	11	0	1	0	1	0	0	0

A review of the table above for LEP students in the Bilingual Language Lab classes, indicates that of the total of 128 students for whom language report card data were reported, 124, or 97%, of the LEP students, received a passing grade of "D" or better across grade level. Specifically, 15, or 12%, of the students received an "A," 48, or 38%, received a "B," 36, or 28%, received a "C," 25, or 20%, received a "D," and 4, or 3%, of the students received an "F." Over 60% of the students received an "A" or B" report card grade for the content area of language in the Bilingual Language Class.

The table below shows language report card grades for LEP students participating in the English as a Second Language classes at varying English proficiency levels from I through 4B, beginning to advanced.

SPRING SEMESTER, 1986 - LANGUAGE REPORT CARD GRADES

	English as a Second Language Classes																													
	ESL I						ESL 2						ESL 3						ESL IVA						ESL IVB					
Grade	Class N	A	B	C	D	F	Class N	A	B	C	D	F	Class N	A	B	C	D	F	Class N	A	B	C	D	F	Class N	A	B	C	D	F
9	8	0	2	3	3	0	18	1	11	2	4	0	14	3	2	4	4	1	7	2	1	4	0	0	3	0	1	0	2	0
10	2	0	0	1	1	0	8	1	1	6	0	0	11	3	4	0	4	0	8	2	1	3	2	0	3	0	0	2	1	0
11	3	0	1	2	0	0	7	0	4	0	3	0	8	1	5	0	2	0	7	0	3	4	0	0	0	0	0	0	0	0
12	0						0						0						0						1	0	0	1	0	0
Total	13	0	3	6	4	0	33	2	16	8	7	0	33	7	11	4	10	1	22	4	5	11	2	0	7	0	1	3	3	0

A review of the table above for 108 of the LEP students enrolled in the English as a Second Language classes indicated that of the total of 108 students for whom language report card data were reported, 107, or 99%, received a passing grade of "D" or better across grade level. Specifically, 13, or 12%, of the students received an "A," 36, or 33%, received a "B," 32, or 30%, received a "C," 26, or 24%, received a "D," and 1, or 1%, of the students received an "F." Over 60% of the students received an "A" or B" report card grade for the content area of language in English as a Second Language classes which is an indication that progress was also made for the majority of LEP students in these classes.

The table below indicates language report card grades for LEP students participating in the Transitional English classes at varying English language proficiency levels from 1 through 4.

SPRING SEMESTER, 1986 - LANGUAGE REPORT CARD GRADES

	English - Transitional Classes																							
	English 1						English 2						English 3						English 4					
Grade	Class N	A	B	C	D	F	Class N	A	B	C	D	F	Class N	A	B	C	D	F	Class N	A	B	C	D	F
9	4	0	0	2	1	1	0						1	0	0	1	0	0	0	0	0	0	0	0
10	0						7	1	1	3	2	0	0						0					
11	0						0						8	0	1	3	4	0	0					
12	0						0						0						3	1	1	1	0	0
Totals	4	0	0	2	1	1	7	1	1	3	2	0	9	0	1	4	4	0	3	1	1	1	0	0

A review of the table above for the LEP students enrolled in the Transitional English classes, indicated that of the total of 23 students for whom language report card data were reported, 22, or 96%, of the LEP students, received a passing grade of "D" or better across grade level. Specifically, 2, or 9%, of the students received an "A," 3, or 13%, received a "B," 10, or 43%, received a "C," 7, or 30%, received a "D," and 1, or 4%, of the students received an "F." However, 80% of the students received an "A," B," or "C," report card grade for the content area of language in English Transitional Classes which is an indication that progress was also made for the majority of LEP students in these classes.

Spring Semester, 1986 - Math Report Card Grades:

The two tables presented below show a summary of grade 9-12 LEP students' Spring Semester, 1986 math report card grades. Each of the two tables represents five different math classes, ten in total, in which LEP students were enrolled.

SO. SAN FRANCISCO HIGH SCHOOL (continued)

SPRING SEMESTER, 1986 - MATH REPORT CARD GRADES

	General Math TC						Competency						Math ESL						Consumer						B. Acctg.					
Grade	Class N	A	B	C	D	F	Class N	A	B	C	D	F	Class N	A	B	C	D	F	Class N	A	B	C	D	F	Class N	A	B	C	D	F
9	41	1	14	19	7	1	0						7	0	0	5	1	1	0						0					
10	6	0	1	4	1	0	0						2	0	0	2	0	0	0						1	0	0	0	1	0
11	11	0	6	2	3	0	4	0	0	0	2	2	3	1	0	0	2	0	1	1	0	0	0	0	0					
12	0						0						0						0						0					
Total	58	1	21	25	11	1	4	0	0	0	2	2	12	1	0	7	3	1	1	1	0	0	0	0	1	0	0	0	1	0

SPRING SEMESTER, 1986 - MATH REPORT CARD GRADES

	Algebra .5B						Algebra 1						Algebra 2						Algebra .5A						Geometry					
Grade	Class N	A	B	C	D	F	Class N	A	B	C	D	F	Class N	A	B	C	D	F	Class N	A	B	C	D	F	Class N	A	B	C	D	F
9	0						8	4	0	0	4	0	0						5	0	2	0	3	0	0					
10	0						2	0	1	1	0	0	0						9	5	0	0	4	0	8	2	1	2	2	1
11	1	0	1	0	0	0	3	0	0	1	2	0	1	0	0	1	0	0	14	3	1	5	4	1	0					
12	1	0	1	0	0	0	0						1	0	1	0	0	0	3	0	0	0	2	1	1	0	0	1	0	0
Total	2	0	2	0	0	0	13	4	1	2	6	0	2	0	1	1	0	0	31	8	3	5	13	2	9	2	1	3	2	1

A review of the table above for the LEP students enrolled in the ten math classes indicated that of the 134 LEP students for whom math report card data were available, 127, or 95%, passed with a grade of "D" or better, and 7, or 5%, of the students failed to pass the criterion for the math class. Of the 134 students for the math content area, 17, or 13%, received an "A," 29, or 22%, received a "B," 43, or 32%, received a "C," 38, or 28%, received a "D," and 7, or 5%, received an "F." Most of the LEP students were enrolled in the General Math TC class and Algebra 5A class.

Conclusions: The objective was attained. A high percentage, over 95%, of the LEP students enrolled in the Bilingual Language Lab, English as a Second Language, and English Transitional classes received passing grades of "D" or better. Furthermore, over 60% of the LEP students in the BLL and ESL classes, and over 50% of the students in the English Transitional classes received a language report card grade of "A" or "B."

SO. SAN FRANCISCO HIGH SCHOOL (continued)

In addition, 126 out of 133 LEP students, 95%, enrolled in the General Math, Competency, Math ESL, Consumer, Accounting, Algebra and Geometry classes received a passing grade of "D" or better; 89, or 67% of the students received a "C" or better, 38, or 29%, received a "D," and 7 students, or 5%, received an "F."

Overall, language report card grades tended to be higher for LEP students than math report card grades. This is probably due to the emphasis being placed on developing students' English oral language skills. However, both the language and math class activities appeared to be successful in helping LEP students achieve in those academic areas.

COMPONENT - CAREER CENTER:

Objective: By the end of the school year, each LEP student participating in the ESL program will become knowledgeable about a career. This application will be evidenced by the following: 80% of the first year students will complete an in-depth study of one career and use the Eureka as a search vehicle, and 90% of the second year students will gain knowledge of three careers by applying basic skills.

Findings: LEP students who participated in the ESL program received instruction in the use of the Eureka Retrieval computer system and also participated in career center activities. The English as a Second Language teachers were responsible for scheduling and directing students in the use of the Eureka Computer as a search vehicle. Presented below is a listing of the number of grade 9-12 LEP students who used the Eureka Computer system in the Career Center. However, students in the ESL IVB class were mainstreamed at the end of the semester but did complete the Career Center component.

CAREER CENTER STUDIES

English Proficiency Level	Number of Students Using Eureka									
	Total Student N	Fall Semester 9	10	11	12	Total Student N	Spring Semester 9	10	11	12
ESL I						13	7	4	2	0
ESL II/ESL III	15	7	5	3	0	19	7	8	4	0
ESL III/ESL IVA	8	1	1	3	3	24	8	5	7	4
ESL IVA/ESL IVB	14	4	5	5	0	14	4	5	5	0
ESL IVB	27	7	10	6	4					
Total	64	19	21	17	7	70	26	22	18	4

All LEP students, 64 students in the Fall Semester, 1985 and 71 students in the Spring, 1986 semester used the Eureka computer system to search out a career. Students who did not participate either transferred or withdrew from school.

Students in both the Fall and Spring semesters who used the Eureka system selected the following careers to study in-depth. Following each career choice the number of students who selected that career is indicated.

SO. SAN FRANCISCO HIGH SCHOOL (continued)

Spring Semester, 1986:

- advertising designer (2)
- aircraft designer (1)
- aircraft mechanic (1)
- airline reservation agent (1)
- airplane flight attendant (4)
- airplane pilot (7)
- anthropologist (1)
- apparel designer (3)
- archeologist (1)
- armored car guard (1)
- architect (2)
- astronomer (3)
- auto mechanic (5)
- auto painter (2)
- baseball player (1)
- biologist (1)
- biomedical engineer (1)
- bookkeeper (1)
- car rental clerk (1)
- carpenter (2)
- chemist (2)
- computer operator (2)
- computer programmer (2)
- court reporter (1)
- custodian (1)
- darkroom technician (1)
- data processing engineer (1)
- decorator (1)
- dental hygienist (2)
- dentist (1)
- detective (1)
- disc jockey (1)
- electronic engineer (5)
- electronic assembler (1)
- entomologist (1)
- florist (1)
- gardener (1)
- interior designer (1)
- keypunch operator (1)
- lawyer (1)
- legal secretary (1)
- mathematician (2)
- medical assistant (2)
- nuclear engineer (1)
- nurse (2)
- painter (1)
- pediatrician (1)
- physiologist (1)
- police chief (1)
- police officer (5)
- post office clerk (1)
- professional athlete (1)
- professional football player (1)
- radio announcer (1)
- secretary (3)
- singer (1)
- special agent, FBI (1)
- store manager (1)
- telephone operator (1)
- truck driver (1)
- upholsterer (1)
- welder (oxygen cutter) (3)
- x-ray technician (1)

A review of the data collected for 103 LEP students for the Spring Semester, 1986, indicated that all of the students participating in the ESL program, and for whom information was recorded, completed and in-depth study of one career.

Conclusions: The objective was attained for 103, or 100%, of the LEP students for whom information was recorded. A wide variety of careers were selected by students who used the Eureka computer system in order to gain knowledge and facts about a particular career ranging from truck driver to pediatrician.

COMPONENT - MULTICULTURAL:

Objective: Those students who have been in attendance 80% of the time in the Bilingual program will be involved in activities which reflect the culture of the LEP students as well as the other cultures represented in the community as follows: 1) One Bilingual Language Lab teacher will study with students two in-depth cultures, and 2) One Bilingual Language Lab teacher will complete two cultures of students in her class. Teacher records will show the involvement and achievement of the students.

Findings: LEP students enrolled in the Bilingual Language Lab studied two cultures as indicated in the table below. Two of the cultures studied by students were either the cultures of Mexico and El Salvador and/or Costa Rica, Philippines and Nicaragua. Information was derived from teachers' logs. Activities for the multicultural component included presentations by students, viewing of films on cultures studied, reading of text materials, and map review and development.

BILINGUAL LAB CLASSES

Type of Class	Student N	Fall Semester Culture Studied	Type of Class	Student N	Spring Semester Culture Studied
BLL 1	16	Mexico/El Salvador	BLL 1	8	Costa Rica/El Salv.
BLL 2	19	Mexico/El Salvador	BLL 2	20	Mexico/El Salvador
BLL 4B	7	Mexico/El Salvador	BLL 3	12	Mexico/El Salvador
			BLL 4A	11	Philippines/Nicaragua
			BLL 4B	18	Philippines/Nicaragua
Totals	42			69	

The above table showed that all students for whom data was recorded studied two cultures in-depth: Mexico/El Salvador, Costa Rica/El Salvador and the Philippines/Nicaragua.

Conclusions: The objective was attained. LEP students in the Bilingual Language Labs for both the Fall and Spring Semesters studied two cultures which were representative of cultures within the Bilingual Language Lab classes.

SO. SAN FRANCISCO HIGH SCHOOL (continued)

COMPONENT - PARENT/COMMUNITY INVOLVEMENT:

Objective: By October, 1986, each school site will select one or two parents to represent them at the district bilingual advisory board, as well as the LEA advisory committee. The parents assisted by the community liaison will be involved in the following:

a. training for knowledge of the bilingual programs
b. on-going evaluations of the site program
c. inservice programs for parent participation training
d. knowledge of the budget
e. advisory capacity for program development and implementation

Parents will be attending bilingual conferences for knowledge of continuous policy update and program changes in bilingual education.

Findings: Nelva Martinez, Parent/Community Liaison, provided information for the parent component. A review of parent sign-up sheets, logs and minutes verified the implementation of the Parent Advisory Committee meetings. Parents were informed about Parent Advisory Committee meetings via a flyer initiated by Mrs. Martinez - notices regarding the meetings were mailed in both English and Spanish. The information listed below provides an overview of the Parent Advisory Committee meeting dates, number of parents and staff members present, as well as agenda items discussed.

10/15/85: The first Parent Advisory Committee meeting was held in the school library, 20 parents, their children, Mr. Richard Zaro, Principal, Pat Lagiss, Assistant Principal, bilingual aides, Bilingual Resource Teacher, Pat Martinelli, and Parent Liaison, Nelva Martinez. Agenda items discussed included Mr. Zaro's comments about parents continuing contact with teachers and administrators. Mrs. Martinelli distributed copies of the Title VII program services for LEP students. The bilingual aides discussed their duties and emphasized the communication between aides and students. Parent officers were elected during this meeting - co-chairpersons. Hart Bill proficiency standards for 10th and 11th grades, as well as tutoring, were discussed. The new homework center was a major topic and parents were urged to let their children know about this extra curriculum assistance.

12/10/85: The second Parent Advisory Committee meeting was held in the school library, 10 parents were in attendance, including Mr. R. Zaro, Principal, R. Monzzini, Dean, Pat Martinelli, Bilingual Resource Teacher, and Nelva Martinez, District Parent/Community Liaison. Agenda items included a report on the AMAE Conference and an invitation for all parents to attend the workshops to be trained in school procedures and existing local and Federal Laws; Parent/Student

Contract regarding students' academic needs (the contract was designed to hold the student accountable for all assignments; to further motivate him/her to complete assignments; student/parent agreement on a reward); Title VII funding for next year - letters written to Tom Lantos and the school principal regarding the continuation of the program; and discussion about students' study habits.

1/22/86: The third Parent Advisory Committee meeting was conducted in the school library. Twenty-five parents were in attendance, seven students and five staff members R. Zaro, Principal, Pat Lagiss, Vice-Principal, Pat Martinelli, Bilingual Resource Teacher, Rafael Pineda, Bilingual Aide and Nelva Martinez, Parent/Community Liaison. Agenda items included a report on the CABE conference by Mrs. Martinelli, future goals for continuance of services for LEP students, report on letters sent to Mr. Zaro & Congressman Lantos, and future dates for county meetings.

Flyers were also sent to parents in both English and Spanish by Mrs. Martinez notifying them of county office bilingual consortium meetings.

In addition, parents from So. San Francisco High School participated in district meetings which were conducted on November 13, 1985 and March 5, 1986. Three parents attended the November meeting and two parents attended the March meeting. County meetings were conducted at the County Office of Education and parents from So. San Francisco attended meetings on October 17, November 21, 1985, January 9, and January 13, 1986.

Ten parents and three students attended the AMAE conference on November 9, 1985 and two students attended the National Hispanic University on December 16, 1985.

Twenty-five parents attended Back to School Night on October 1, 1985 and 8 parents attended College Night on November 13, 1985. One community activity involved approximately one hundred parents, the principal and Parent/Community Liaison, who attended the Mexican Independence Festival at the Morelos Club. In addition, 150 parents and six staff members attended a meeting to inform parents about the Title VII ESL classes, student report card grading process, scholarships and opportunities for LEP students.

Conclusions: The objective was attained at a high level due to the support given to parents by the Parent/Community Liaison, Nelva Martinez. Parents attended Parent Advisory Committee Meetings and bilingual conferences to gain knowledge about the bilingual program regulations. Parents also participated in school activities as well as community activities involving their children.

Objective: By October, 1986, a School Advisory Board of parents will be elected by the LEP and FEP parents participating in the program at each school site aided by the community liaison.

Findings: According to the October 15, 1986 Parent Advisory Committee meeting minutes, several parents were elected to the School Advisory Board as follows: Mrs. Jose R. Nunez, Mr. Oscar O. Hernandez and Mrs. Daisy Johnson were elected co-chairpersons for the committee, and were aided by the Parent/Community Liaison, Nelva Martinez.

Conclusions: The objective was attained. Parents whose children were participating in the Title VII program were elected to the School Advisory Board during the October 15, 1986 Parent Advisory Committee meeting.

SOUTH SAN FRANCISCO HIGH SCHOOL

General Conclusions

The B.E.S.A. program at So. San Francisco was implemented at an extremely high level, an example of an exemplary Title VII program. The bilingual program was coordinated and directed by Pat Martinelli. Twenty different sections of pure ESL instruction were conducted, including ESL, General Math, U.S. History, Bilingual Language Lab, 20th Century World History, Life and Earth Science and Physical Science. In addition, seven transitional classes were conducted in the areas of English I, General Math, 20th Century World History, Algebra, U.S. World History and Biology. As observed by the evaluators, five bilingual aides assisted students in both the ESL and Transitional Classes, as well as five bilingual peer tutors. An Academic Improvement Class provided students with additional support and reinforcement after school from 3:00 to 4:00 P.M. Monday through Thursday.

Of the five instructional objectives prepared in the So. San Francisco High School bilingual program, all five objectives were attained:

- LANGUAGE CENTER - MULTILINGUAL/MULTICULTURAL: The objective was attained, for 100% of the LEP students enrolled in the Bilingual Language Lab classes completed a minimum of two levels of the IDEA program continuum. The IDEA program was an effective instructional program for developing LEP students' English oral language skills. It was noted in the ESL-IVB class that additional instructional materials were needed for LEP students in the LIFELINE SERIES, which would enhance the instructional program in this class.

- BASIC SKILLS: The objective was attained. Over 95% of the LEP students enrolled during the Spring, 1986 semester in the Bilingual Language Lab, English as a Second Language and English Transitional classes received passing grades of "D" or better. Specifically, 60% of the LEP students in the BLL and ESL, and over 50% of the students in the English Transitional classes received a language report card grade of "A" or "B." For the math classes, 126 LEP students out of 133, or 95%, enrolled in the General Math, Competency, Math ESL, Consumer, Accounting, Algebra and Geometry classes received a passing grade of "D" or better. Specifically, 89, or 67%, of the students received passing grades of "C" or better, with only 38, or 29%, of the students receiving a "D," and 7, or 5%, of the students received an "F." Overall, the language report card grades tended to be higher for LEP students than the math report card grades, which could be due to the emphasis placed on developing students' English oral language skills. Both the language and math classes, however, appeared to be successful in assisting LEP students to achieve in these academic areas.

- CAREER CENTER: The objective was attained, for 103, or 100%, of the LEP students participating in the ESL program studied a career in-depth and used the Eureka computer as a search vehicle. Students studied various careers ranging from truck driver to pediatrician.

- MULTICULTURAL: The objective was attained by all students for whom data was collected. Both Fall and Spring Semester students studied at least two cultures and cultures representative of cultures within the Bilingual Language Lab classes, e.g., Mexico/El Salvador, Costa Rica, Nicaragua.

- PARENT COMMUNITY INVOLVEMENT: The objective was attained at an extremely high level - three Parent Advisory Committee meetings were conducted and an advisory board was elected. Parents attended bilingual advisory meetings at the county office and district office, bilingual conferences, Back to School Night, College Night, National Hispanic University, the Mexican Independence, community meetings at the Morelos Club and the All Soul's Church meeting where 150 parents and six school staff members attended including the Principal, Mr. Zaro. In addition, the Parent/Community Liaison, Nelva Martinez, assisted the Bilingual Resource Teacher in providing the communication and direction for the various site, district and county Parent Advisory Committee meetings, where parents recognized the importance of attending these meetings to learn about the school programs and policies on behalf of their children enrolled at So. San Francisco High School.

The principal and other administrators, and the teachers participating in the program, provided the support and communication with parents and students which help ensure the success of the Title VII program at So. San Francisco High School. As observed by the evaluators, a close working relationship between teachers and peer tutors, instructional aides, and bilingual project staff was an integral part of the program. The success of the program at So. San Francisco High School, in reality a team accomplishment, was a direct result of the efforts of the Bilingual Resource Teacher, Pat Martinelli.

SPRUCE ELEMENTARY SCHOOL

Program Description

According to the District Bilingual Program Coordinator, Janet Ingersoll, and records maintained, approximately 300 LEP Kindergarten through fifth grade students participated in the bilingual program at Spruce Elementary School. The program was implemented in 15 bilingual classrooms, utilizing nine bilingual aides. A total amount of $32,875 was budgeted for the implementation of the bilingual program at Spruce Elementary School. Instructional components which were written into the program for the third and final project year, 1985-86, were as follows:

- English as a Second Language
- English Reading
- Spanish as a Second Language
- Mathematics
- Multicultural
- Parent/Community
- Staff Development

Instruction in the bilingual classrooms was both group and individualized. Also included were multicultural activities which were designed to enhance cultural awareness and self-respect for LEP students.

During the bilingual project year, 1985-86, a Resource Teacher was a part of the bilingual program at Spruce and provided a number of services: inservice for bilingual instructional aides and bilingual classroom teachers, previewing and preparing bilingual materials for bilingual classes, directing an after school remediation program providing a five-week summer school program for students entering first grade in the fall of 1985 (also anticipated for the Summer of 1986), establishment of a two-week Newcomer's Program which was presented over an eight day period during the fall, 1984 and 1985, to orient new students to the school and country. In addition, the math specialist worked with LEP students to improve their skills in computation, concepts and applications.

SPRUCE ELEMENTARY SCHOOL

Bilingual Program Implementation Observations

The evaluators visited the Title VII program classrooms, for the third year of the project in order to determine if the bilingual program activities listed in the proposal were being implemented as stated, and to gather information for the final evaluation report of the Title VII bilingual program.

First Visit February 4, 1986:

On this date the evaluator met with Janet Ingersoll, District Bilingual Program Coordinator, and also observed in the following classrooms:

Grade	Teacher	Aide
K	Shirk	Fazio
K	DiStefano	Flores
Primary/Remediation Program	Velez	
After School Program	Velez	

There were 295 LEP students whose primary language was Spanish and who were being served by the Title VII bilingual program. There were approximately twelve language groups represented at Spruce, and according to the District Bilingual Program Coordinator, thirty-three students have been reclassified to fluent English proficient status.

New LEP students continued to be identified with the Home Language Survey and the IPT English/Spanish. An additional instrument used was the SOLOM which is primarily used to reclassify LEP students. Gloria Velez, Bilingual Resource Teacher, administered the reading, language and math criterion-referenced tests for newly registered students.

New basal reading instructional materials, according to the District Bilingual Program Coordinator, purchased from Scott Foresman Jovanovich, were being used by bilingual teachers for Kindergarten and 1st grade students. Included in the package of instructional materials were resource materials, oral language activities, and manipulatives which were presented in a format that students could understand.

One staff development project that was a part of the regular education function at Spruce Elementary School was the Student Study Team (SST) which met on a weekly basis. According to the District Bilingual Program Coordinator, staff intervene on behalf of the student before a major problem occurs. The team identified the major problem(s), developed strategies, delineated responsibilities and provided mutual support for implementation. The team was comprised of the principal, District Bilingual Program Coordinator, Bilingual Resource Teacher, classroom teacher of student being referred, psychologist, and school nurse. A team of parents and staff reviewed a student's problems, academic as well as social, and then plans were developed for alternative instructional strategies. In addition, according to information reviewed by the evaluators, a two day training session prepared school site personnel to work with parents as a team to review individual student strengths and weaknesses, including LEP students. Three LEP students were a part of the SST review process.

Other staff development activities have included the following workshops:

- 10/7/85: Aide meeting which included an aide handbook and ESL materials for LEP students.
- 11/26/85: Reduced day which included the following workshops: Critical Thinking, Math Their Way, Mastery Teaching, and Working with Clay
- 12/3/85: Reduced day which included a presentation by Barbara Morledge and Christina Boboschi "Language Activities for the Classroom"
- 1/30/86: Reduced day for aide inservice and workshop on social studies: framework/articulation/curriculum alignment
- 2/27/86: Workshop for bilingual staff in San Mateo County schools on Total Physical Response, A right brain/left brain approach to second language acquisition

Six Spruce Elementary teachers have taken the language competency test for teachers on waivers, administered on March 26, 1986 at University of San Francisco: two teachers in Kindergarten, one teacher in first grade, one in fourth grade, one in fifth grade and one in sixth grade.

Students at Spruce Elementary participated in the "Problem of the Week," which was a part of the math program, and used their creative thinking skills to solve a particular math problem each week. Students who were involved tried to solve the math problems within a two day time frame. Their answers were then submitted to the Resource Center, where they were evaluated and corrected. If students solve the "Problem of the Week," they are given a certificate. Spruce also had a "Student of the Month" program. The students' pictures were taken and displayed in the lunch room, and according to the District Bilingual Program Coordinator this activity promoted good citizenship, growth in academics, and better attendance.

A special area in the Resource Center was used to display Bilingual Resource instructional materials for bilingual teachers to use with LEP students in the bilingual program. The evaluator reviewed the 1986 inventory of audio, oral language and manipulative instructional materials in the Resource Center which included books, tapes, records, and games. According to the District Bilingual Program Coordinator, these materials were used extensively as was documented by the check-out sheet reviewed by the evaluator:

- Experiences in English Skillmasters I & II
- Language Master Cards - sentence building
- English Sounds for Spanish Speaking Students
- Oxford Picture Dictionary
- Stepping Stones Alphabet - uppercase
- IDEA Communication Lessons
- TROLL Listening Lab
- Tell Again Story Cards
- Learning Center Activities
- Tapes, games, Sesame Street activities in Spanish, e.g., Trabajemos Con Calle Sesamo, Lingua-Bank, Bilingual Stories

In addition, the Resource Center continued to house a variety of multicultural materials and artifacts which coincided with the multicultural calendar of events, the multicultural binder, and film strips. Multicultural themes are presented monthly for specific culture(s). Teachers and instructional aides used the available materials with students in the classrooms to teach cultural awareness, e.g., Irish cultural unit artifacts included dolls, dishes, books, from Ireland, China included - books, slides and games, and the American Indian culture contained books, baskets, and pots, and also a display of flags representing the various countries of the United Nations. Bilingual teachers have incorporated the multicultural units into their classroom lesson plans. As observed by the evaluators, multicultural unit materials presently being used throughout the bilingual classrooms at Spruce were Chinese New Year, Valentine's Day, and President's Day cultural materials.

Outside agencies have also presented special programs at Spruce which students have attended from each class, e.g., the S.P.C.A. staff presented a program on the care of animals.

Kindergarten P.M. (K-1):

The evaluator observed in the afternoon Kindergarten K-1 class taught by the bilingual teacher, Ms. Erin Shirk, assisted by the bilingual aide, Mrs. Norma Flores. In this classroom Gloria Velez, Bilingual Resource Teacher, met with a small group of four LEP students for 20 minutes of the class period. Students were gathered at one table where Mrs. Velez used an animal puzzle with each student. The pieces of the puzzle were emptied from the wooden board and each student took his/her turn in placing each animal back into its correct slot as Mrs. Velez stated, "Please put the mama lion away, and put the giraffe with the long neck in its place." Each child received an illustration of the animals to take home. The next activity involved crayons. Each student had a box of crayons and used them to color in specific animals as the teacher pointed to the animal illustrated on paper, e.g., "Color the lion orange." - "Color the bear brown." Mrs. Velez used graphic illustrations of animals so that students could see the color changes in the animals presented. Students in this small group received a "happy face" stamped on their paper for completing the activity.

In the large group instruction conducted by the Kindergarten teacher, Ms. Shirk, three groups of four or five LEP students were working on an art project constructing valentine hearts with construction paper, tissue paper and crayons. The bilingual teacher used both English and Spanish simultaneously to explain to LEP students how to use glue in constructing their art project. As the students were constructing the project, she explained in both English and Spanish, "What color is that? Students answered, "purple." Motor coordination activities were observed as students used scissors to cut the hearts drawn on the construction paper. In addition, the bilingual aide, Norma Flores, was working with a group of ten LEP students on the same project, assisting and answering questions as needed.

The evaluator reviewed a typical lesson plan submitted by Mrs. Shirk in which LEP students are introduced to letters/numbers, reading and math readiness, development of oral English language and listening skills, activity and story time.

Kindergarten P.M. (K-2):

The evaluator observed several small activity groups in the Kindergarten K-2 classroom taught by Mr. Peter DiStefano. The teacher was meeting with a small group of five students using flash cards to display number sequences. In addition, four LEP students were sitting in an activity center listening to tapes of leisure stories for beginning sounds. The bilingual aide was working with four children completing math number concepts. The aide asked the students, "What does one, two and three pieces of candy mean." Students used their fingers and then wrote the number on a ditto sheet prepared by the teacher. The aide then gave each student a "star" for his/her correct response. Another small group of four LEP students was placing numbers into a number form for number sequence and recognition. The teacher then used a bell to alert students to change to a new learning station. According to the teacher there are seven learning stations and each student spends approximately 15 minutes in each which requires two days to complete the entire cycle. Activities in the centers included materials for math concepts and number identification, reading readiness, and listening activities. Some students were working individually on numeration and missing numbers, using a teacher-prepared ditto sheet.

ESL Tutoring Program:

The evaluator reviewed the materials and activities used in the Resource Center for students who were a part of the ESL Tutoring Program. The District Bilingual Program Coordinator sent a memo to all bilingual staff informing them of the students' activities as well as instructional materials while the LEP students were being instructed in the Resource Center, and to further discuss with the teacher students' progress or any other questions that the teacher may have about the program. In addition, a Language Development Record is maintained for each student which indicates the specific concept addressed for English language acquisition in the following four areas: listening, speaking, reading and writing.

To strengthen LEP students' English oral language development and English language acquisition, Gloria Velez was an intregral part of the remediation program as she instructed a total of 14 K-3 LEP students in their individual classrooms for 20 minutes, Monday through Thursday, before lunch. After lunch Mrs. Velez instructed approximately twenty-two limited English speakers in grades K-3. In addition some LEP students in grades 1-5 are a part of the ESL Tutoring Program in the Resource Center. Each week the Bilingual Resource Teacher uses a different theme activity with students in both the class and Resource Center.

- Family
- Perceptual community skills
- Classroom objects
- Numbers, colors, body parts
- Space prepositions
- Feelings/emotions
- Domestic/wild animals
- Clothing

The objective of the class was to enable LEP students to identify the different components of the theme orally, to develop verbal-nonverbal understanding, to develop self-concepts, motor coordination skills, and a general awareness of the environment. The Bilingual Resource Teacher's lesson plan, which was related to the theme of the week, included freehand drawings, reading concepts (which varied depending upon student's age level), sentence and word construction, beginning sounds, and dictionary work.

The evaluator observed that the theme presented was wild animals and, depending upon the topic, a variety of activities took place in the Resource Center. The resources used by Mrs. Velez for the animal theme included: a calendar - learning another language through actions, basic vocabulary builder for wild animals, pop-up animals - McMillan instant activity, Peabody vocabulary cards of wild animals, and the rainbow collection by Santillana. The evaluator observed Mrs. Velez teaching two groups of students, one group of four boys and one group of five girls. The four boys were completing a jungle mural of animals for which they were in the process of cutting-out animals and were pasting them on the mural. The girls were working on a zoo train representing a wide variety of animals they had designed and constructed out of construction paper. A "captain" was selected from each group to "fetch" extra crayons and scissors in order for each group to complete its project with a certain amount of discipline involved. Materials used were construction and butcher paper, scissors, felt pens and crayons. Mrs. Velez used both English and Spanish to clarify a particular point between the two groups. Mrs. Velez made sure that English was stressed, "What color did you want?" Student responded, "Green." One student, according to Mrs. Velez, had just arrived from Peru and was struggling to conform to the activity at hand. Mrs. Velez showed the evaluator a dictionary prepared by students in the class of collected vocabulary words, words in which students were having some difficulty. Each vocabulary word was written and then the student used the word in a complete sentence.

According to the District Bilingual Program Coordinator, 4th, 5th and 6th grade LEP students received additional support in English oral language for 30 minutes on Tuesday and Thursday. Two bilingual instructional aides provided the support for students in the pull-out program. Instructional materials used included the Steps to English (McGraw-Hill), IDEA kit, Language Master, etc.

After School Program:

Twelve students were observed the last day of one of the After School Program sessions taught by the Bilingual Resource Teacher, Mrs. Gloria Velez. The evaluator observed that awards were being distributed to students in the program as well as diplomas for receiving a passing grade in the class. The next session was scheduled to begin on February 17, 1986 through March 20, 1986 from 2:30 to 3:00 p.m. The After School Program is a remediation program with special help and emphasis in the areas of listening, speaking, reading, the TROLL listening lab, and writing skills for students whose first language is not English. LEP students participating in the program were recommended by their classroom teachers who assessed the students' language ability. Notices were sent home to parents to inform them of students' referral to the Bilingual Resource Center, as permission was required from the parents in order for students to participate. Four groups of students have been scheduled into the After School Program:

- Group I = Grade 1 students
- Group II = Grade 2 students
- Group III = Grade 3 and 4 students
- Group IV = Grade 4 and 5 students

Second Visit February 13, 1986:

On this date the evaluator met with Janet Ingersoll, District Bilingual Program Coordinator, and observed in the following classrooms:

Grade	Teacher	Aide
K	P. Camp	N. Flores
1	E. Cappel	A. Marin
3	S. LaGrone	E. Gabler
4	K. Yee	T. Steffen
4	R. Anderson	M. Galindo
5	E. Aramburu	E. Gabler
5	S. Kubly	M. Beaudry
5	J. Willis	L. Yniguez

Presented below is a brief summary of the evaluator's observations in each classroom.

Kindergarten A.M. (K-2):

The evaluator observed small groups of LEP students in a variety of learning centers, as the morning Kindergarten class was being taught by Patricia Camp. Mrs. Camp indicated that LEP students are grouped according to their individual needs. The Kindergarten teacher expressed her concern to the evaluator about the Focus Reading readiness materials which she indicated were not appropriate for non-English proficient students or slow learners, as she felt too much information has to be translated. Three groups of LEP students in this class were using Focus readiness materials. According to Mrs. Camp, the HBJ reading readiness materials were too advanced for LEP students. A review of the teacher's lesson plan revealed the following instructional activities for Kindergarten students throughout the day: readiness activities in large group instruction, learning centers, science and language, music and P.E., and story telling. The evaluator observed seven LEP students, each using a portable chalkboard and chalk forming and printing alpha letters correctly. The bilingual aide guided the students through the exercises and carefully explained the lettering process in both English and Spanish -- "down and around for writing a lower case "b." At the time of the visit four centers were operating. Another center involved five students who were listening to a tape, "The Golden Goose," on their own using earphones. The teacher was working with six LEP students using the Focus program. Students were directed by the teacher to circle the things that were toys, as she pointed to illustrations. The students followed the teacher's directions very closely and circled those items on a worksheet that were toys. Mrs. Camp indicated that students were recently regrouped according to their language needs.

Grade 1:

The evaluator observed in the first grade classroom taught by Mrs. Ellen Cappel, assisted by the bilingual instructional aide, Mrs. Amelia Marin. The teacher explained that she used the Focus reading program for the lower level and the HBJ Bookmark series reading program for the upper level. The bilingual aide assisted LEP students with reading and practice for vocabulary words as well as math concepts. ESL instruction was provided in the afternoon for the various groups in the classroom. Mrs. Cappel's lesson plan included reading, math, story, dictation, language, science, games, art and music. Students were also in the process of writing a story about a friend. Homework was required every day for vocabulary and sentence practice. Some of the multicultural activities have included Martin Lurther King and a unit about presidents of the U.S. The bilingual aide was observed by the evaluator assisting seven students to prepare for a spelling test. In addition she assisted students with their homework assignment so that they understood that they must write five sentences about a friend -- Mrs. Marin used a portable blackboard to help students with sentence formulation. Mrs. Marin spoke both English and Spanish as she carefully explained the assignment to students. The teacher explained that Gloria Velez instructed three Non-English Proficient girls two days per week in the morning.

Grade 3:

The evaluator met with the third grade teacher Mrs. Kristine Yee, and the bilingual instructional aide, Mrs. Teresa Steffen, a few minutes before the students returned from recess. According to the teacher students in the class have been working on a map/globe unit. She indicated that she hoped to take the students to San Bruno Mountain so that students could get a "birdseye view" of the city below. A review of Mrs. Yee's lesson plan indicated that students are grouped into three reading groups:

- Group I - Ring Around the World: reading/sentences/vocabulary/workbook
- Group II - Widening Circles: reading/questions/vocabulary/comprehension/workbook/main idea/fact-fiction
- Group III- People and Places: sentences/vocabulary/comprehension/workbook/questions

In addition, the HBJ math text is used with all students, as well as the Kottmeyer and Claus Unit 20 for spelling review. The Silver Burdett series, including a workbook, was used for English with all students in the classroom. Students' poems were displayed on the wall which, according to the teacher, helps to build students' self-esteem -- students made valentine poetry charts to be displayed on the bulletin board. A variety of new math centers were observed by the evaluator. One center concentrated on division with remainders, for example, students set up a dinner table using Fido jar lids as they invited imaginary "guests" to dinner, beginning with a prescribed number of beans, students then had to divide them among their imaginary guests, with one left over for Fido. According to the teacher, this activity appeals to students and at the same time teaches division with remainders. The math center changed between division with remainders and estimating activities. The estimating activity involved students, for example, estimating the number of kidney beans, popcorn, rubberbands, etc. in a handful. Each center was organized over a one or two week period - with follow-up activities provided by the teacher or aide to make sure the students understood the concept presented. The IDEA program materials were used by the aide and teacher with LEP students each day for a 20 minute period -- student profile cards were being maintained in the classroom by staff. Pat Barrett Dragon has presented storytelling activities for students. A creative book report idea called the "Hamburger book" was used with students in class -- each layer of the hamburger became a part of the book report -- the mustard layer was the title, catsup the author, cheese the type of book, the meat layer indicated the main characters in the book, the tomato layer indicated the main idea of the story, the onion indicated the favorite part of the book, and the lettuce was a picture drawn by the student of his/her favorite part.

Mrs. Yee presented her lesson plan on "line of symmetry." The entire class together, including LEP students, discussed this concept. The teacher indicated that when a new concept is introduced, the total class is involved. Mrs. Yee used the chalkboard to explain the concept for students -- shapes which have the same congruency. The teacher then explained the word "congruent," e.g., the teacher stated, "Place your finger on the rectangle, then on the square; which is bigger, which is smaller?" The teacher then used a piece of paper to make a rectangle, then a square.

Mrs. Yee has attended several inservice activities - one workshop at Westmoor presented in March by Kay Goins regarding inspirations for classroom management activities, and another workshop regarding multiculture awareness activities.

Grade 3:

The evaluator observed in the third grade classroom taught by Ms. Suzanne La Grone, and the bilingual aide, Mrs. Elena Gabler. Four groups of students were working either independently, with the teacher, with the bilingual instructional aide, or with Gloria Velez. Thirteen students were seated on the floor in a semi-circle as the teacher was teaching from the Harcourt Brace Jovanovich reading book series -- the teacher introduced the story to students, "this is a place in Mexico" where the story takes place. The teacher also made sure that students understood new vocabulary words before they began reading the story. All students participated and were very attentive as the teacher asked for the main idea for each story read, and as students took turns reading to her to strengthen their English oral language skills. Students, in their own words, had to use a complete sentence to describe what the story was about. Eight students were working with the bilingual instructional aide using the Spanish IDEA program for Spanish as a Second Language. The aide used the IDEA visual cards as students verbally, in Spanish, described the contents of the card. Five students were working quietly at their desk completing an assignment from the text. Three students were being instructed by Gloria Velez, who used a small blackboard to illustrate, "This is my shirt." Each student printed on a sheet of paper the same statement. Another statement included, "These are my pants." A review of the teacher's lesson plan included math, reading, spelling, handwriting, social studies, science, English, P.E., singing and literature.

Grade 4:

The evaluator observed in Ms. Ruth Anderson's 4th grade class, assisted by Mrs. Martha Galindo. Eighteen LEP students were observed participating in group discussion. The teacher reviewed the musical instruments students would see at the assembly, "Music in the Schools," during the next hour. According to the teacher, this week, percussion instruments would be emphasized and next week bass instruments would be emphasized. The teacher indicated that students in her class would be attending the following period. She described the family of musical instruments and used the chalkboard to explain the variety of instruments: Brass - trumpet, tuba and trombone; Woodwinds - flute, clarinet, saxophone, oboe, bassoon; Percussion - cymbals, snare drum, bass drum, etc.; String family - violin, cello, viola, bass. She indicated the vocabulary words which were compound words - all students participated in the discussion. In addition, the teacher explained that she was going to play a tape for the students in her class so that they could see and hear how the Koto instrument was played. Mrs. Anderson had previously explained to students the various types of percussion instruments used, including those instruments which have a pitch and those with non-pitch. The bilingual aide used the IDEA English oral language program with LEP students -- including Ideas in Action, Steps to English, and graphic learning materials in both English and Spanish. Students were divided into two groups of from six to seven students, according to language ability level, from 9:00 to 10:30 a.m. The aide assisted each student within each group for approximately 15 minutes depending upon the problem area. IDEA student profile cards were being maintained by the bilingual aide. Support from the bilingual aide was also provided for the reinforcement of math concepts, which include math manipulatives. In addition, the bilingual aide encorporated the instructional technique Total Physical Response as she worked with LEP students. Multicultural activities have included a unit on Martin Luther King, and a St. Patrick's Day display was noted on the bulletin board.

Grade 5:

The evaluator observed the 5th grade class of Elizabeth Aramburu, assisted by Mrs. Elena Gabler, Bilingual Instructional Aide. Students were in the process of completing a seat work spelling assignment using vocabulary words that were "scrambled." The teacher displayed the words on the chalkboard and students tried to figure out the correctly spelled word. The teacher assisted students as they requested help and circulated among the students, and asked, "Are there any questions?" The text Silver Burdett English series was used in the class along with the series workbook. The bilingual aide assisted small groups of LEP students for reinforcement of class assignments. A previously assigned lesson was reviewed by the teacher involving a variety of occupations and interviewing techniques. All students were enthusiastically involved in the oral discussions with the teacher.

Grade 5:

The evaluator observed in the fifth grade class taught by Mrs. Sue Kubly, and assisted by Mary Beaudry, instructional aide. The aide used the IDEA program with LEP students every morning for at least fifteen minutes. The aide also maintained the IDEA student profiles on a regular basis. A review of the teacher's lesson plan included: language arts, ESL - aide instructs, English, reading and literature, math, science and health -- The Living Planet, social studies, fine arts, music and P.E. According to the teacher one strength of the classroom is that all of the students assist one another. Forty-five minutes of homework was required in spelling and English as well as math. The Troll listening lab was a part of the student's instruction including tapes and stories in both English and Spanish. Multicultural units follow the multicultural calendar. The teacher indicated that she has attended three workshops on Logistics of Language in Fresno and a science inservice activity.

Grade 5:

The evaluator observed the math specialist, who was visiting the class, teaching the entire class math strategies on how to solve a math puzzle -- the math puzzle was presented each month for students to solve. The teacher, Mrs. JoAnn Willis, indicated to the evaluator that the following instructional materials were an example of the materials used in the class: The First Thousand Words in both English and Spanish, the Oxford Pictorial Dictionary, and Open Sesame which have cut-out pictures. The bilingual aide works with a small group of nine LEP students for English oral language instruction. The evaluator observed the LEP student lesson plan/schedule that the bilingual instructional aide, Miss Lourdes Yniguez, uses with nine bilingual students. The schedule included IDEA program instruction for eight LEP students, Monday through Thursday, and spelling reinforcement for one LEP student. In addition, Fridays were devoted to assisting English only students with Spanish instruction. The multicultural activities were a part of the social studies units from the Resource Center and have included Mexican Independence Day, Martin Luther King, Presidents' Day, as well as the American Indian. The bilingual aide attended the CABE conference in San Francisco and indicated that her attendance at the workshops was very helpful to her in her job.

The evaluator observed the fifth grade teacher in large group discussion reviewing a diagram of a banner which students had completed for a homework assignment. The teacher asked one student to read the introductory paragraph from the text. She then instructed students how to plot the various colors of the banner and discussed areas where students were either correct or incorrect. Students were learning to plot and to work out a problem. This activity was especially helpful for LEP students' English oral language as they learned their colors and had practice for setting-up patterns and diagrams.

Third Visit - February 20, 1986:

The evaluator observed in four bilingual classrooms: three first grade classrooms and one second grade classroom.

Grade	Teacher	Aide
1	W. Smithers	L. Asmussen
1	L. Darcy	A. del Pinal
1	R. de Lang	S. Arroyo
2	D. Ravaglioli	K. Ihle

Grade 1:

The evaluator observed 17 LEP students in a first grade class of 24 students taught by Mrs. Wendy Smithers, bilingual teacher, assisted by the instructional aide, Mrs. Lorraine Asmussen. According to Mrs. Smithers, 30 minutes was scheduled for ESL instruction. Students were divided into two groups: Level I and II bilingual students are placed in Group 1 and Level III and IV students are placed in Group 2 to meet the English language needs of the students.

During the evaluator's visit the teacher discussed, with the entire group of students seated in front of her, the mathematics number line which consisted of the total number of school days since the school year started. Mrs. Smithers asked students questions, and the students answered individually, until all agreed that the 20th was the 106th day of the school year. The teacher then moved into a language arts/reading activity and began discussing with the students six vocabulary words that she wrote on the chalkboard: stay, tray, day, bay, gray and play. In unison, when the teacher asked, students pronounced and spelled each word aloud. The teacher then used flash cards as she said, "Say the word with the blend." Students answered the teacher individually then as a group, e.g., "cr blend" - crib, cracker, crumb, "br blend" - broom, brush, bread. The evaluator observed that one of the cultural units in the classroom included the Chinese New Year. Another instructional activity involved students completing a seatwork assignment on a ditto sheet while the teacher held up the ditto sheet and explained the assignment. She then asked the question, "Who has a pet?" "What is the pet?" "What is the pet's name?" After the teacher asked the questions, a group discussion began. Students used complete sentences orally to answer the question. Six students in the class were working on a map assignment, which the teacher indicated was related to the math/reading content area. Another group of six students were working on a solar system activity. The teacher indicated that the next lesson plan would involve the study about dinosaurs and our life cycle. Mrs. Smithers also indicated that a field trip was being planned for students at the Lawrence Hall of Science before the end of the school year.

LEP students were involved in several multicultural activities including a school parade. Six parents in Mrs. Smithers' class brought food for this activity. An additional multicultural activity involved Mrs. Smithers' first grade class and one other first grade class during the Christmas season. Students participated in a play and sang songs: one song in English, four songs in Spanish, and one song in Samoan.

The teacher indicated that Gloria Velez was working with three of her first grade LEP students on Wednesday and Thursday morning for one-half hour for reinforcement of the students' English oral language skills.

Grade 1:

The evaluator observed twenty-three grade 1 students in Mrs. Laura Darcy's class, assisted by the bilingual aide, Mrs. Alice del Pinal. Mrs. Darcy was working with nine students who were involved in a reading activity. Vocabulary words, "band" and "play" were discussed by the teacher as the teacher asked questions about the story. Mrs. Darcy clarified the word "truck" indicating there were slang words used which meant the same thing, e.g., "rig." In this group the children read aloud as a group, "Kim and Ted play in the house." After the students orally stated the sentence, the teacher asked questions about the reading, "What are they doing."

The bilingual instructional aide was working with six LEP students using the IDEA flash cards, pointing to the cards and asking each student, "What are these?" - as she pointed to illustrations of a baby, a young person and an older person. The bilingual instructional aide's main duty with LEP students was to use the IDEA program for English oral language instruction, but she also used ditto instructional materials, dolls to describe occupations, and Brown/Nobb's "Experiences in English." The aide indicated that she liked the IDEA program, but needed more flash cards, activities, skill masters and dittos. The aide also maintained the individual IDEA pupil profiles. The teacher then directed the students to their seats to place eight words on a ditto sheet in alphabetical order, which were written on the chalkboard: bit, kit, fit, pit, mitt, sit, quit, lit.

The evaluator reviewed a typical lesson plan for Mrs. Darcy's first grade class which included bottom, middle and top reading classes, special help, story, and song activities, math, solar system, P.E., discussion of Abraham Lincoln and an activity on sharing.

Grade 1:

The evaluator observed seventeen LEP students, out of a total of 24 students, in Mrs. R-Lene de Lang's classroom, assisted by the instructional aide, Mrs. Susan Arroyo. Students "marched" into the room from recess and divided themselves into several groups. One group of students met with the aide (N=6), another group met with the teacher (N=6) and one group was completing an assignment at their desk (N=10). In the teachers group, the teacher displayed six words on a card supported on a stand: jump, cake, lake, ride, into, and my. The teacher then asked the children to read them in unison, and all of the students spoke the word as the teacher pointed to each word. The teacher then asked questions about the words, and the children responded. Mrs. de Lang used the reading series Focus: Big and Little in place of HBJ. Because, according to Mrs. de Lang, the HBJ series is limiting and she needed something else, she felt that the Focus: Big and Little series was very good for the LEP student because of the illustrations, workbook, and reading book.

The instructional aide worked with the LEP students with a worksheet assignment -- vocabulary words and questions with blanks to complete. The aide gave directions and helped the children complete their task. She also uses the IDEA program, and other instructional materials, e.g., Open Sesame which is tied in with the TV program.

Students were completing individual assignments at their desks and had a ditto sheet, "Leaders in the White House," relating to our United States Government which involved a cut/paste activity.

Mrs. de Lang also presented Spanish as a Second Language to the total group in both English and Spanish. Mrs. de Lang emphasized that there was a need to look at the Spanish oral language skills of students in order for the student to progress in English.

Both the teacher and instructional aide provided ESL instruction three times per week. In addition the math program consists of manipulatives and using the text "Math Their Way," and also HBJ.

Grade 2:

The evaluator observed twenty-one LEP students in the grade 2 classroom of Mrs. Dina Ravaglioli, bilingual teacher, assisted by her aide, Kathy Ihle. During the visit the teacher and the aide were circulating among the students while the students wrote a thank-you letter to Mrs. Louie, who had made a presentation about teeth and dental care - brushing, flossing, cause of tooth decay, etc. Each student wrote a letter and drew a picture depicting a part of their activity with Mrs. Louie, the presenter. ESL materials in the classroom include the IDEA program along with the teacher's own instructional materials. According to Mrs. Ravaglioli, LEP students needed assistance with syntax, grammar; however, as the teacher indicated, it was necessary for the students to have the teacher as a role model in English. The teacher indicated that for the Spanish reading program she was looking into a series to involve the non-English reader. Mrs. Ravaglioli used the Spanish language for the days of the week, calendar, etc.

Conclusions: The evaluators observed that the bilingual program at Spruce School was being implemented at a very high level, under the direction of Janet Ingersoll, District Bilingual Program Coordinator. The Resource Center - Remediation Program, ESL Tutoring Program, and the After School Program, under the tutlage of Gloria Velez, provide an excellent opportunity for LEP students to improve their English oral language skills. Bilingual aides provide additional English oral language support for the LEP student in each of the bilingual classrooms. Communication between bilingual teachers and bilingual aides was an important part of the total program.

SPRUCE ELEMENTARY SCHOOL

Program Objectives/Findings/Conclusions

Data were collected for six instructional components, objectives, and activities listed in the bilingual project for Spruce Elementary School (see Program Description). Presented below are the objectives, findings and conclusions for each objective.

COMPONENT - ENGLISH AS A SECOND LANGUAGE:

Objective: Students in grades K-5 who are receiving ESL instruction will be tested and placed into the appropriate levels. Students will show the following minimum English proficiency: After 9 months, 70% of the students receiving ESL tutoring will show a minimum growth of 1 level in the IDEA program.

Findings: Matched pre- and posttest data were reported for 219 LEP students in grades K-5 who received ESL instruction according to their English language skill level. Students placed into the sequential individualized ESL program received English oral language practice using the IDEA program to improve the following skills: vocabulary, understanding of English, following directions, descriptive words, grammatic structure, articulation, and the ability of the student to express himself/herself. Teachers as well as instructional aides assisted students in the use of the IDEA program. The data for the tables below were obtained from the IDEA pupil profiles maintained by the classroom teachers. A summary of the first and second year IDEA level attainment is presented below.

ENGLISH AS A SECOND LANGUAGE - IDEA PROGRAM

Grade	N	Pretest		Posttest		Number of Students Levels Gained				
		Level Range	Median Level	Level Range	Median Level	1	2	3	4	5+
K	50	1-2	1	1-2	1	29	21	0	0	0
1	67	1-4	1	1-4	3	2	18	38	9	0
2	27	1-7	3	1-7	6	0	8	9	8	2
3	33	1-8	4	4-8	8	4	4	10	7	8
4	5	1-3	1	3-8	5	5	0	0	0	0
5	37	1-7	2	3-8	8	5	0	3	5	24
TOTAL	219					45	51	60	29	34

A review of the above table indicates that all of the students in the ESL program, 219 or 100% for whom pre- and posttest data were obtained, completed at least one level in the IDEA program. A majority of the students, 174, or 79%, completed two or more levels in the IDEA program.

Conclusions: The objective was attained as written. One-hundred percent of the students participating in the IDEA program completed at least one level of the IDEA program and that is an indication that students in the program increased their mastery of English oral language skills.

COMPONENT - SPANISH AS A SECOND LANGUAGE:

Objective: After 9 months of instruction, English only speaking students participating in the SSL IDEA program will show the following minimum oral language proficiency growth: 70% of the students after 9 months of instruction will attain at least one level of the IDEA continuum.

Findings: Matched pre- and posttest data were used for 81 English only speaking students in grades K-5 who participated in the IDEA Spanish as a Second Language program. Students were placed in the sequential IDEA program according to each student's Spanish as a Second Language ability level. As observed by the evaluators, individualized and small group instruction was provided SSL students with aide assistance. Students' Spanish oral language proficiency was measured by the IDEA Spanish oral language program. The data for the tables presented below were obtained from the IDEA pupil profiles which were maintained by the classroom teacher.

IDEA SPANISH

		Beginning Level		Ending Level		Number of Students Levels Gained		
Grade	N	Level Range	Median Level	Level Range	Median Level	1	2	3+
K	11	1-1	1	1-1	1	11	0	0
1	18	1-1	1	(not indicated)		0	0	0
2	16	1-1	1	1-1	1	16	0	0
3	19	1-8	2	2-8	4	0	15	4
4	5	1-1	1	1-1	1	5	0	0
5	12	0-2	1	1-2	1	12	0	0
TOTAL	81					44	15	4

As indicated in the table above, 63 English only speaking students participating in the Spanish as a Second Language instruction completed at least one level of the IDEA program. For 18 students in grade 1 posttest data was not recorded and, therefore, it was not possible to determine levels of growth in the IDEA program. Nineteen students in grade 3 for whom data was recorded, completed two or more levels of the IDEA Spanish program.

Conclusions: The objective was attained, for students in grades K, 1, 3, 4, and 5, as 63, or 78%, of the English only students completed one level of the IDEA Spanish oral language program -- posttest data was not recorded for 18 first grade English only students and, therefore, level of growth could not be determined for these students.

COMPONENT - ENGLISH READING:

Objective: LEP students as a group who participated in the English Reading Program, after nine months of instruction, will reach the median percentile of 30, based upon the results of the CTBS test, administered May, 1986.

Findings: The Comprehensive Tests of Basic Skills English language reading tests, administered May, 1986, were used to determine students' English language reading achievement, and were used for the posttest analyses for students in grades K through 5th grade. LEP students' total reading percentile scores were used which encompassed the following subtests: Visual recognition, sound recognition word attack (except for Kindergarten students), vocabulary and comprehension. According to the CTBS computer printout data, percentile rank scores are provided for Kindergarten through 5th grade students as shown in the table below.

CTBS MAY, 1985 POSTTEST ONLY
READING TEST RESULTS

Grade	Student N	Percentile Rank Range	Median Percentile Rank	Number of Students at or above 30th %ile N	%
K	51	1-74	24	20	39
1	64	1-84	25	38	59
2	26	2-87	31	14	54
3	42	1-86	35	26	62
4	23	1-49	27	8	35
5	64	6-85	32	38	59
TOTAL	270			144	53

Fifty-three percent of the LEP students across grade level, Kindergarten through 5th grade, scored at or above the 25th percentile. Students in third grade tended to have the highest percentile scores, according to the median percentile calculated, and conversely students in Kindergarten tended to have the lowest percentile scores.

Conclusions: The objective as written was not attained. All the students as a group did not score at the 30th percentile or above, however, over half of the LEP students participating in the reading program, fifty-three percent or 144 out of 270, across grade level, did score at or above the 30th percentile on the CTBS.

COMPONENT - MATHEMATICS:

Objective: LEP students as a group who participated in the Math Program, after nine months of instruction, will reach the median percentile of 30 based upon the results of the CTBS test, administered May, 1986.

Findings: The Comprehensive Tests of Basic Skills English math tests, administered May, 1986, were used to determine students' math achievement, and were used for the posttest analysis for students in grades K through 5th grade. The total math score was derived from the following subtests: Concepts and applications for students in Kindergarten, computation, concepts and application for students in grades 1-5. A summary of the CTBS computer printout data percentile rank scores is provided in the table below for LEP Kindergarten through 5th grade students.

CTBS MAY, 1985 POSTTEST ONLY
MATH TEST RESULTS

Grade	Student N	Percentile Rank Range	Median Percentile Rank	Number of Students at or above 30th %ile N	%
K	51	1-92	37	29	57
1	63	3-99	48	47	75
2	26	3-98	64	20	77
3	42	2-85	40	27	64
4	26	7-88	40	27	65
5	64	6-92	54	59	92
TOTAL	272			209	77

Seventy-seven percent of the LEP students across grade level, Kindergarten through 5th grade, scored at or above the 30th percentile, for the total math portion of the CTBS. A high percentage of students scored at or above the 30th percentile.

Conclusions: The objective as written was not attained. All the students as a group did not score at the 30th percentile and above, however, over three-quarters of the LEP students participating in the math program, 77%, or 209 out of 272, across grade level, scored at or above the 30th percentile on the CTBS total math. The objective as written seemed to have too high a performance level, even though the results generated showed a high success rate for some students.

COMPONENT - MULTICULTURAL:

Objective: All LEP students participating in the program will have been involved in a cultural awareness program. Students will participate in a minimum of three cultural units per year.

Findings: Classroom teacher's records of students' involvement in studies of various cultures were used as the source of data for the multicultural component. Each classroom teacher included various multicultural activities into his/her lesson plan which also followed the multicultural calendar of events developed by the District Bilingual Program Coordinator, e.g., knowledge of history, geography, foods and customs. In addition, the evaluators observed various multicultural activities in the classroom including posters, wall displays, pictures, stories, students' art work as well as other activities. A summary of the variety of multicultural activities across grade level is presented below:

Multicultural Activity	Number of Students					
	K	1	2	3	4	5
- All About Me (self concept)		19	11			
- Abraham Lincoln						20
- American culture			11			
- American Indians				22	8	11
- Benito Juarez		19				
- Black American Week	46		11	22	8	20
- British Isles						13
- Christmas Around the World	22	50		22		20
- Cinco de Mayo	22	13		22		
- China/Chinese Americans			16	35		13
- Chinese New Year		32				20
- Christopher Columbus						9
- Dia de la bandera		19				
- Dia de las Muertos		32				20
- Easter celebrations						11
- George Washington						20
- Indians of No. America		19				
- Irish culture			11			11
- Italian culture			11			11
- Japan				35		
- Latin America			16			

SPRUCE ELEMENTARY SCHOOL (continued)

	Number of Students					
Multicultural Activity	K	1	2	3	4	5
- Las Posadas						9
- Mexican American	22					13
- Mexico			27	13		
- Native Americans	46		11			22
- St. Patrick's Day	24					
- Thanksgiving		19				9
- Switzerland				13		
- World Geography Unit		19				

A variety of multicultural activities were offered to LEP students across grade levels. All LEP students in the program participated in at least three multicultural activities, and some bilingual classrooms took part in as many as seven multicultural activities.

Conclusions: The objective was attained. All LEP students participating in the bilingual program took part in cultural awareness type activities throughout the school year 1985-86. The very active participation of staff and students in this component is due in part to the multicultural calendar, resource book, and library of multicultural resource materials, artifacts, and activities available at the school.

COMPONENT - PARENT/COMMUNITY INVOLVEMENT:

Objective: By October, 1986, an Advisory Board of Parents will be selected by the LEP/FEP and English only speaking parents participating in the program at the school site. By October 1986, the school site will select one or two parents to represent them at the District Bilingual Advisory Board, as well as the LEA Advisory Committee. The parents will be involved in the following: training for knowledge of the bilingual programs.

Findings: Two School Parent Advisory Committee Meetings and County Parent Advisory Committee meetings were conducted during the 1985-86 school year as follows:

October 9, 1985: The first Parent Advisory Meeting was held at Spruce School Library and eight parents were in attendance, including three staff members, Mr. Michael Vince, Principal, Janet Ingersoll, District Bilingual Program Coordinator, and Gloria Velez, Bilingual Resource Teacher. Agenda items included discussions regarding the Title VII budget, expenditures for instructional materials, supplies and books for Title VII classrooms, a review of the Title VII bilingual program, the After School Program, AMAE bilingual conference, and election of Parent Advisory Committee chairpersons.

January 15, 1986: The second Parent Advsisory Meeting was held at Spruce School Library and seven parents were in attendance, including two staff members, Janet Ingersoll and Gloria Velez. The following agenda items were discussed: Title VII program funding, summer school program for Title VII students, CABE conference, reclassficiation process for LEP students, new Title VII instructional materials, and report card review for parents and students.

February 13, 1986: County Advisory Committee meeting held at Fair Oaks Community Center, in Redwood City.

March 12, 1986: County Advisory Committee meeting held at Spruce Elementary School, Dr. Tony Gonzales, Director, and Gloria Valdivieso, Coordinator, San Mateo County Office of Education, conducted the meeting.

At the October 19, 1986 Parent Advisory Committee meeting chairpersons for the Spruce Parent board were selected along with two assistant chairpersons.

Parents were involved in other activities aside from their attendance at Parent Advisory Committee meetings:

- Parents attended a Saturday workshop on September 14, 1985. Topics included parents working in the classroom and communicating with the schools.
- Five parents attended the California Association for Bilingual Education, 11th Annual Conference at the St. Francis Hotel in San Francisco on January 14 - 18, 1986.
- Parents were invited to the Parkway Elementary School Cinco de Mayo festivities, May 5, 1986 at 7:00, including a pot luck dinner. During the dinner LEP students received awards for the "Most Improved English as a Second Language" student.

Conclusions: The objective was met as a parent chairperson was selected to represent Spruce Elementary School at the Parent Advisory Committee meetings. Parents attending Parent Advisory Committee Meetings received pertinent information relating to the bilingual program and other school activities related to LEP students.

COMPONENT - STAFF DEVELOPMENT:

Objective: By June of each year, as a result of inservice training offered by the project, staff will acquire and increase their skills related to the instruction of LEP students and other children in the bilingual classrooms.

Findings: Staff members at Spruce were involved in staff development activities in order to assist them in meeting the needs of LEP students and other students in the bilingual classrooms. County office workshops, inservice activities at Spruce, and bilingual conferences were an example of the type of staff development activities. Presented below is a summary of activities:

Date	Type of Staff Development Activity	Staff N	How Activity Was Used With LEP Students
9/85-86	Mastery Teaching	1	
9/85	Math Inservice "Math Their Way"	2	
9/85	Bilingual Math & Culture	3	Used with LEP students in the classroom
9/85	Spanish Language Trng. classes	5	Used with LEP students and parents at Spruce
10/7/85	Aide Meeting		Aide Handbook and ESL materials distributed and used with LEP students
10/8/85	Music in the Classroom	1	Implemented with LEP students
10/23/85	Astrophonics	1	
11/26/85	Reduced Day: - Critical Thinking - Math Their Way - Mastery Teaching - Working with Clay		Each workshop assisted in instruction of LEP students and regular students
12/7/85	Bilingual Methodology	3	Used with LEP students in the classroom

SPRUCE ELEMENTARY SCHOOL (continued)

Date	Type of Staff Development Activity	Staff N	How Activity Was Used With LEP Students
12/3/85	Language Activities for the Classroom		Presentation which gave teachers ideas and activities to assist LEP students with English oral language skills
12/20/85	Child Abuse Workshop	1	Information to assist teachers in assisting all students
1/16-18	CABE Conference	2	Bilingual Conference
1/30/86	Aide Inservice on Social Studies		Framework/articulation/ curriculum alignment to be used with students
2/1/86	Classroom Management	1	
2/3/86 5/27/86	Introduction to Education Evaluation	1	
2/4/86 & 5/20/86	Curriculum for Bilingual Education	1	
3/4,11,18	Culture & History	2	
Apr.-June	College Course Basics	1	
4/16/86	Teaching Writing to the ESL Student	5	Bilingual teachers used information with LEP students in the classroom
5/6/86	Strengthening your ESL Students' Speaking and Reading Skills	2	" "
6/86	Spanish Language	1	

Teachers at all grade levels participated in B.E.S.A. program activities at Spruce Elementary and were involved in a variety of staff development and language training sessions in order to increase their skills related to the instruction of the LEP student. Some teachers attended inservice activities related to the Mexican culture and others attended language training sessions in order to communicate better with their LEP students.

The District Bilingual Program Coordinator also participated in the monthly, local, district as well as County Office Parent Advisory Committee meetings.

Conclusions: The objective was attained. Teachers participated in a wide variety of staff development type activities involving inservice training sessions and conferences in the areas of language training, methodology, and culture as well as other academic areas.

SPRUCE ELEMENTARY SCHOOL

General Conclusions

The B.E.S.A program at Spruce Elementary School was implemented at a very high level, under the direction of Janet Ingersoll, District Bilingual Program Coordinator. The Resource Center - Remediation Program, ESL Tutoring Program, and the After School Program, under the tutelage of Gloria Velez, provided an excellent opportunity for LEP students to improve their English oral language skills. Fifteen bilingual teachers instructed LEP students in the program. Twelve instructional aides were assigned to bilingual classrooms and provided additional English oral language support for the LEP students.

Of the seven instructional objectives in the Spruce Elementary School bilingual program, five were attained:

- ENGLISH AS A SECOND LANGUAGE: The objective was attained as written - 100% of the students participating in the IDEA program completed at least one level of the IDEA program, which is an indication that LEP students improved their mastery of English oral language skills.

- SPANISH AS A SECOND LANGUAGE: The objective was attained for 63 or 78% of the English-only students in grades, K, 2, 3, 4 and 5. However, for 18 first grade English only students posttest data was not recorded and, therefore, level of growth could not be determined.

- MULTICULTURAL: The objective was attained - all LEP students participating in the bilingual program were involved in a variety of multicultural awareness type activities, which was due in part to the resources, instructional materials, artifacts and activities that were available to staff and students in this area.

- PARENT/COMMUNITY INVOLVEMENT: The objective was met - two Parent Advisory Meetings were scheduled and conducted and a parent chairperson was selected to represent Spruce Elementary. Parents also attended a parent workshop on 9/14/85 regarding their communication and involvement with the school. Other activities included the CABE Conference in San Francisco on 1/14-18/86 and the Cinco de Mayo festivities potluck dinner on 5/5/86.

- STAFF DEVELOPMENT: The objective was attained - bilingual teachers participated in a wide variety of staff development type activities involving inservice training sessions and conferences in the areas of language training, methodology, culture, and academic instructional areas, e.g., math, language, writing, and reading.

The two objectives which were not attained are listed below:

- ENGLISH READING: The objective as written was not attained as all of the LEP students as a total group did not score at the 30th percentile or above on the CTBS Reading Subtest. However, over half, 144 out of 270, or 53% of the LEP students participating in the reading program did score at or above the 30th percentile on the CTBS. It is recommended that a review of the expectations in reading be conducted.

- MATHEMATICS: The objective as written was not attained as not all of the LEP students scored at the 30th percentile and above, however, 209 out of 272, or 77% of the LEP students, for whom test scores were available, scored at the 30th percentile and above. Even though the objective was not met, over three-quarters of the LEP students attained the objective. It is recommended also that a review of the expectations in mathematics be conducted.

In addition, the open communication, as observed by the evaluators, between the District Bilingual Program Coordinator, bilingual teachers and instructional aides was an important part of the total program -- providing a bilingual program that assisted LEP students to acquire basic English skills as well as a cultural awareness of others. Teachers were involved in a great number of inservice activities which further assisted LEP students in the acquisition of English language skills.

COUNTY OFFICE LEVEL REPORTS

Program Description

Under the direction of Tony M. Gonzales, Ph.D., the San Mateo County Office of Education staff coordinated the efforts of bilingual school personnel who participated in the consortium and implemented the bilingual program in the project schools for the second year of the B.E.S.A. project. Management responsibilities for the total program were accepted by the County Office bilingual staff. The Project Operations Coordinator assisted school staffs with the selection and purchase of materials and supplies as needed and also provided on-site assistance in bilingual instructional areas.

The County Office bilingual staff was responsible for specific elements of the program as listed below:

- English as a Second Language
- Multicultural
- Staff Development
- Parent/Community

English as a Second Language using the IDEA oral language program was a part of the bilingual instructional program for four schools in the consortium: Cunha Intermediate School, Parkway Junior High School, Spruce Elementary School and South San Francisco High School. The County Office bilingual staff served as resource personnel for the implementation of the IDEA program.

Inservice workshops for school staffs were planned and implemented by County Office staff. Some of the activities were ongoing during the school year; some of the activities were scheduled during the summer months. Staff development also included attendance at conferences or meetings and, in addition to staff, parents were encouraged to attend.

A Parent/Community component was another aspect of the program and a function of the County Office bilingual staff. The Project Operations Coordinator was responsible for the organization and implementation of the County Parent Advisory Committee meetings, and provided assistance as needed at the school sites for the schools' Parent/Community component.

COUNTY OFFICE LEA

Program Objectives/Findings/Conclusions

The County Office, as the Local Education Agency, had four areas that were included as program components:

- curriculum
- multicultural
- staff development
- parent and community

Objectives that were written in the proposal for the County Office portion of the bilingual program as well as findings and conclusions for each objective are presented below. It was noted that some of the components received less emphasis in the program because the level of funding was less than that which was sought in the original proposal.

CURRICULUM COMPONENT - ENGLISH AS A SECOND LANGUAGE:

Objective: By June, 1986, 95% of the designated bilingual classrooms, K-8, will be utilizing the IDEA (English) Program (including pre/post tests and individual profile cards) for the teaching of English as a Second Language (ESL) to all LEP/NEP students.

Findings: Classroom observations by the evaluators verified that IDEA materials were in the classrooms or resource centers and being used at the three schools -- Cunha Intermediate, Parkway Junior High and at Spruce Elementary. The IDEA was used where the ESL Program was implemented in the 6-8 or 7-8 school in the resource classrooms and in the K-6 schools in the regular classrooms. The evaluators observed that the materials were available and being used. Individual student profiles were maintained.

Conclusions: The IDEA materials were an integral element in the instructional program in the elementary and intermediate grades and the objective was attained. It was noted that the degree of use varied with the different teachers in each of the schools and classrooms.

CURRICULUM COMPONENT - MULTICULTURAL:

Objective: By June, 1986, 80% of the designated bilingual classrooms will reflect multicultural education both as an integrated concept in all curriculum areas (math, language arts, art, music) as well as a component of the social studies curriculum.)

Findings: In all of the schools in the project, multicultural activities were a part of instructional programs. Some activities were a regular part of a classroom program and some were special events. During classroom visits, the evaluators observed and documented activities and displays.

Cabrillo Unified School District:

Cunha Intermediate School
- posters/wall displays and maps
- student art work and class projects
- student class lessons regarding various cultures
- Christmas potluck dinner - carols sung in Spanish and English
- Cinco de Mayo celebration potluck dinner

Half Moon Bay High School
- resource materials in rooms
- announcements read in English and Spanish
- Latino de Half Moon Bay High School club

Sequoia Union High School District:

Carlmont High School
- posters on walls
- multicultural materials on shelves
- maps on walls
- construction of pinatas

Menlo Atherton High School
- maps, globes, posters, pictures
- instructional materials in various languages on shelves
- educational field trips: Stanford Project Motivation

Sequoia High School
- posters, pictures, maps
- displays of artifacts
- wall displays about Hispanic Americans
- Mexican-American International student club
- educational field trips: ROP classes, Stanford Project Motivation, U.C.S.F. Medical Center

South San Francisco Unified School District:

Parkway Junior High
- pictures, posters, maps, charts
- multicultural instructional materials on shelves, tables
- displays throughout school/classroom/halls/offices/faculty room
- study of various cultures: Japan, China, Irish Americans and Hispanic
- bulletin board listing chronology of bilingual students' dreams and lives
- social study class sent students' artwork to junior high schools in Panama and Buenos Aires - theme centered around "Getting to Know You"

Spruce Elementary
- resource center/library/classrooms with artifacts, posters, pictures
- study of various cultures according to the multicultural calendar: All About Me, American Indian, Black America Week, China, Cinco de Mayo, and Italy

South San Francisco High School
- posters, pictures, maps
- variety of materials on shelves/tables
- La Raza announcements posted
- assembly for Cinco de Mayo
- cultures studied: Mexico, Costa Rica, El Salvador, Philippines, and Nicaragua

Conclusions: The objective was attained. Multicultural displays and activities were observed at each site. There was recognition of the importance of efforts in the area of multicultural education in association with instructional activities for all students, not just LEP. The Multicultural Component was accepted as a part of the total curriculum by all school staff. One example cited was the Cinco de Mayo assembly at So. San Francisco High School which was a school-wide event attended by the entire student body.

COUNTY OFFICE LEA (continued)

STAFF DEVELOPMENT COMPONENT:

Objective: By June, 1986, at least 15% of the project staff will demonstrate a positive attitude toward the bilingual program and a better understanding of the LEP students.

Findings: Presentations that dealt with the differences and similarities of minority language youth in the participating schools. A total of seventeen workshops or conferences were scheduled, and provided an overall perspective of LEP students. The list of the sessions that were included in the program related to the instructional aspects of the program and to the development of an understanding of the needs of LEP students.

1985-86 WORKSHOP SCHEDULE

Date	Number Attending	Title
9/14/85	44	- Bilingual Aide in the Bilingual Classroom
12/7/85	37	- Bilingual Methodology in a Capsule
1/21/86	14	- Essential Components of Bilingual Instruction
2/1/86	33	- Classroom Management Skills
2/15/86	36	- Spanish the Natural Way
2/27/86	50	- Total Physical Response (TPR)
3/4/86	39	- Mexican American History and Culture
3/11/86	32	- " " " " "
3/18/86	No Info.	- " " " " "
4/16/86	67	- Teaching Writing to the ESL Student
4/22-29/86	25	- Bilingual Methodology with Emphasis on the Chinese
5/1/86	No Info.	- Bilingual Methodology with Emphasis on the Chinese
5/6/86	52	- Strengthening your ESL Students' Speaking and Reading Skills
5/6/86	37	- Bilingual Methodology with Emphasis on the Chinese
5/8/86	No Info.	- Bilingual Methodology with Emphasis on the Chinese
5/8,9,15,16, 29,30	42	- Mexican American History and Culture
5/13-15/86	27	- Bilingual Methodology with Emphasis on the Chinese
5/19/86	16	- Bilingual Methodology in a Capsule
5/20,21/86	25	- Chinese Culture

For each of the workshops listed above participants completed evaluation forms for each workshop attended (evaluation forms were not available for three of the workshops). A summary of participants' reactions is presented below for the 1985-86 project year:

9/14/85 - The Bilingual Aide in the Bilingual Classroom - Connie Williams: Forty-four teachers, parents and instructional aides participated at Fair Oaks Community Center, Redwood City. No evaluation forms were available for review.

12/7/85 - Bilingual Methodology in a Capsule - Connie Williams: Thirty-seven teachers on waivers and teachers participated at San Mateo County Office of Education, Redwood City. A review of the evaluation forms indicated that, generally, participants were satisifed with the physical facilities, time alloted, working size of the group, method, quality and content of presentation. Only one slight negative comment, "too much content for time allotted, however, it was interesting and informative." Overall, 100% of the participants indicated that the workshop was satisfactory.

1/21/86 - Essential Components of Bilingual Instruction - Dale Zevin: Fourteen teachers attended at San Mateo County Office of Education. Participants were satisfied with the physical facilities, time allotted, working size of group, method, quality and content of presentation and new ideas for use in the classroom. Overall, 100% of the participants thought the workshop was satisfactory.

2/1/86 - Classroom Management Skills - Berta Gonzalez: Thirty-three teachers attended at the Selby Lane School. Most participants were satisfied with the physical facilities, time allotted, working size of group, method, quality and content of presentation and new ides for use in the classroom. However, a few participants felt the presenter "spent inordinate amount of time on her stories." Some participants felt the presenter "should spend more time on solutions to classroom problems." Other participants felt that this should be a two-day workshop. Overall, 97% felt the workshop was satisfactory.

2/15/86 - Spanish the Natural Way - Connie Williams: Thirty-six teachers attended. All participants were extremely satisifed or satisfied with the workshop physical facilities, time allotted, working size of group, method, quality, and content of presentation and new ideas for use in the classroom, as well as useful in terms of their assignment in the classroom. Several comments from participants included, "excellent presentation, enthusiasm, and pacing," "I learned a lot today and I'm looking forward to other workshops which focus on language acquisition and transfer," "Immediately useful to know how and why to ask questions of my students." Overall, 100% of the participants felt the workshop was satisfactory.

COUNTY OFFICE LEA (continued)

2/27/86 - Total Physical Response - Berty Segal: Fifty participants attended at San Mateo County Office of Education. All participants were extremely satisifed with the physical facilities, time allotted, working size of group, method, quality and content of presentation as well as new ideas for use in the classroom. Participants also found the workshop extremely useful in terms of their assignment in the classroom. As one participant commented, "I can hardly wait to implement it." A good majority of participants commented, "Would like to attend Phase II at the county office." Another comment, "Highly motivational and practical." Overall, 100% of the participants felt the workshop was excellent.

3/4/86 - Mexican American History and Culture - Karen Nayfach: Thirty-nine participants attended at San Mateo County Office of Education. Most participants were satisfied with the physical facilities, time allotted and working size of group, but a vast majority of paticipants were dissatisfied or extremely dissatisfied with the method, quality and content of the presentation. Several comments included, "Rather long and drawn out, seemed to lack cohesiveness and specific applicable content," "Needs written outlines, overheads," "Very disorganized and disjointed." Of the ten evaluation forms received, eight participants felt the overall content of the workshop was unsatisfactory.

3/11/86 - Mexican American History and Culture - Karen Nayfach: Thirty-two participants attended at San Mateo County Office of Education. Most of the participants were satisifed with the physcial facilities, time allotted, working size of group, method, quality and content of the presentation. Several comments from participants included, "So much better than last week," "Better organized." However, a few participants continued to be dissatisfied with the presentation, as one participant stated, "Face it - we need this class to pass the test." Overall, 100% felt that the workshop was satisfactory.

3/18/86 - Mexican American History and Culture - Karen Nayfach: (No information available for review.

4/16/86 - Teaching Writing to the ESL Student - Dr. Phillip C. Gonzales: Sixty-seven participants attended at the San Mateo County Office of Education. All participants were satisfied with the physical facilities, method, quality and content of the presentation, and usefulness to participants' assignment in the classroom. However, seven participants were dissatisfied with the time allotted for the presentation. Several participants indicated that the workshop was "extremely practical," "made me aware of the special needs of the ESL writer." Some participants felt they needed to know "how to integrate it into classroom," and others indicated they "need more handouts, examples, time for questions." Overall, 99% of the participants were satisfied with the presentation.

4/22/86 & 4/29/86 - Bilingual Methodology with Emphasis on the Chinese: Twenty-five participants attended at the San Mateo County Office of Education. All participants were extremely satisfied or satisfied with the physical facilities, time allotted, working size of the group, method, quality and content of presentation, and new ideas for use in the classroom. Several comments included, "Was a little rushed." Overall, 100% of the participants were satisfied with the presenation.

5/6/86 - Strengthening Your ESL Students' Speaking and Reading Skills - Berty Segal & Jan Van de Bos: Fifty-two participants attended the workshop at Howard Johnson's. All participants were satisfied with the time allotted, working size of the group, method, quality, and content of presentation. However, 27, or 52%, of the participants were dissatisfied with the physical facilities - "Room was crowded and uncomfortable." Several comments included, "Information enjoyable, interesting, good ideas - the packet of materials was well put together with good samples to follow speaker." Overall, 100% of the participants were satisfied with Berty Segal's presentation, and 96% of the participants were satisfied with Jan Van de Bos's presentation.

5/6/86 - Bilingual Methodology with Emphasis on the Chinese - Roger Tom: (No information available for review.)

5/8,9,15,16,29/86 - Mexican American History & Culture - Dr. Alexander Sapiens: Forty-two participants attended the workshop sessions at San Mateo County Office of Education. All participants who completed evaluation forms were satisfied with the physical facilities, time allotted, working size of group, method, quality, and content of presentation, as well as new ideas for use in the clasroom. Several comments included, "Great series." All participants felt that the workshop was useful to the participants' assignment in the classroom. Overall, 100% of the participants were satisfied with the workshop presentation.

5/13,15/86 - Bilingual Methodology with Emphasis on the Chinese - Roger Tom: Twenty-seven participants attended the workshop sessions at San Mateo County Office of Education. All participants were satisfied with the physical facilities, working size of group, method, quality and content of presentation, as well as new ideas for use in the classroom. However, participants were dissatisfied with the physical facilities - "uncomfortable seating and crowded." Other comments from participants included the following: "his presentation of bilingual education most acceptable and humanistic," and the presentation was "excellent."

5/19/86 - Bilingual Methodology in a Capsule - Connie Williams - (No evaluation forms available)

5/20,27/86 - Chinese Culture - Irene Collier: Twenty-five participants attended the workshop session at San Mateo County Office of Education. All participants were satisfied with the physical facilities, time allotted, working size of group, method, quality and content of presentation, as well as new ideas for use in the classroom. Participants thought the workshop was useful to their assignment in the classroom. Several comments included: "Excellent presentation - very helpful," "the materials brought in were extremely useful." Overall, 100% were very satisfied with the presentation.

Conclusions: The objective was attained. The workshop sessions that were conducted did relate to the instructional aspects of the program, and to the development of an understanding by teachers of the needs of LEP students. In addition, a wide variety of workshops were organized relating to ESL, methodology, Mexican/Chinese history and culture.

Objective: In order to determine the two types of skills - those previously learned and those that can be developed - a needs assessment will be conducted for all Consortium staff by May of each year.

Findings: A needs assessment was not conducted as planned for the staff in the project schools.

Conclusions: The objective was not attained.

Objective: At least one workshop will be made available each month for project staff through the months of September to June.

Findings: Flyers and sign-up sheets, reviewed by the evaluators, verified that 17 workshops were scheduled and conducted by County Office staff during the project year as follows:

Date	Title	Presenter
9/14/85	- Bilingual Aide in the Bilingual Classroom	Andrade/Sapiens Trinidad
12/7/85	- Bilingual Methodology in a Capsule	C. Williams
1/21/86	- Essential Components of Bilingual Instruction	D. Zevin
2/1/86	- Classroom Management Skills	B. Gonzales
2/15/86	- Spanish the Natural Way	C. Williams & S. Cary
2/27/86	- Total Physical Response (TPR)	B. Segal
3/4/86	- Mexican American History and Culture	K. Nayfach
3/11/86	- " " " "	K. Nayfach
3/18/86	- " " " "	K. Nayfach
4/16/86	- Teaching Writing to the ESL Student	P. Gonzalez
4/22-29/86	- Bilingual Methodology with Emphasis on the Chinese	R. Tom
5/6/86	- Strengthening your ESL Students' Speaking and Reading Skills	B. Segal & J. Van den Bos
5/6/86	- Bilingual Methodology with Emphasis on the Chinese	R. Tom
5/8-9-15-16-29/86	- Mexican American History and Culture	A. Sapiens
5/13-15/86	- Bilingual Methodology with Emphasis on the Chinese	R. Tom
5/19/86	- Bilingual Methodology in a Capsule	C. Williams
5/20,21/86	- Chinese Culture	I. Collier

It was noted that in addition to project staff, administrators, teachers, aides, and parents also attended the meetings. The workshops covered a wide variety of topics: ESL, methodology, and culture.

Conclusions: The objective was attained. Seventeen workshops were scheduled and provided for project staff -- an additional seven workshops over the ten stated in the objective, "one each month." The seventeen workshop activities reported reflected the fact there was much attention devoted to the implementation of the staff development program during the school year.

Objective: By January, 1986, a career lattice program will be established to address a long-term professional growth to effectively service the needs of LEP students beyond project duration.

Findings: A career lattice program was not established.

Conclusions: The objective was not met. No career lattice program was established.

Objective: By June, 1986, at least 50% of the project staff would have attended at least 25% of the inservice training activities as part of professional growth.

Findings: A review of the sign-in sheets from the inservice sessions showed that of the approximately 36 staff members, bilingual resource coordinators/teachers and aides, participating in the B.E.S.A. project, a total of 14, or 39%, attended at least one inservice activity during the project year 1985-86. Some bilingual project staff members attended two and three sessions. Workshops which were attended by project staff were:

- 9/14/85: Bilingual Aide in the Bilingual Classroom - attended by four bilingual project staff members
- 12/7/85 - Bilingual Methodology in a Capsule - attended by two bilingual project staff members
- 2/27/86 - TPR - Attended by six bilingual project staff members
- 4/16/86 - Teaching Writing ESL - Attended by two project staff members
- 5/6/86 - Strengthening Your ESL Student's Speaking and Reading Skills - attended by six project staff members

Conclusions: The objective as written was not attained. However, inservice training activities were attended by 33% of the bilingual project staff as a part of professional growth. A greater number of project staff seemed to attend those workshops directly related to reinforcing LEP students' ESL skills.

Objective: By June, 1986, at least one language instruction program will be set up for interested teachers and aides.

Findings: County Office Title VII staff planned and scheduled seven Spanish language instructional programs and three Cantonese language instructional programs. Instructional sessions were scheduled as follows:

Place	Class	Date
Cleveland Elementary San Francisco	Spanish, Advanced	M/W; Sept-May
Fair Oaks Elementary Redwood City	Spanish, Advanced	Tue/Th; Sept-May
Spruce Elementary So. San Francisco	Spanish, Advanced	M/W; Sept-May
Garfield Elementary Oakland	Spanish, Intermediate Advanced	T/Th; Sept-May
Lazear Elementary Oakland	Spanish, Intermediate	M/W; Sept-May
Lincoln Elementary Oakland	Cantonese, Beginning Intermediate	Tue/Th; Sept-May
Benjamin Franklin Middle San Francisco	Cantonese, Beginning/ Intermediate	Tue/Th; Sept-May

The evaluators visited classrooms and observed that the instruction was provided as planned. Additional language training was provided as some staff members participated in the summer, 1986 Intensive Spanish Language Program in Cuernavaca, Mexico.

Conclusions: The objective was attained. Activities required to plan and implement an intensive language training program were completed. It was noted that teachers other than B.E.S.A staff participated in the language instruction as well.

PARENT/COMMUNITY COMPONENT:

Objective: There will be at least one LEA Parent Advisory Committee meeting each month from October until May.

Findings: Seven Parent Advisory Committee meetings were scheduled and held as follows:

Date	Number in Attendance
October 17, 1985	20
November 21, 1985	9
January 9, 1986	18
February 13, 1986	46
March 12, 1986	64
April 10, 1986	17
May 8, 1986	18

The Parent Advisory Committee agendas showed that the following areas were discussed: trends in bilingual education, proposal writing, school activities, outdoor education organizational matters, review of the educational program, report of counselling programs, information about budgets, reports from resource teachers, and information about conferences/workshops. Provision was made for questions and answers from those attending the meetings, and discussions were fostered.

Conclusions: The objective indicated that there would be eight meetings and seven were held. The Parent Advisory Committee was established and was functional. The consortium staff considered the committee as an integral and necessary part of the program and used the meetings to disseminate information and to gather ideas/suggestions.

Objective: At least 15% of the LEP parents participating in the program will be actively involved in various school activities as measured by systematic record keeping.

Findings: Parents were involved in school activities in all schools. Typical activities included the following:

- Back to School Night
- Open House
- Parent-counselor conferences
- Community-school inservice training
- Advisory committee meetings
- Awards assemblies

One difficulty encountered in the collection of the data was that in the parent component there was a duplication of count on the attendance lists. Another difficulty was that the total number of parents that existed at each school was difficult to determine with a high degree of accuracy.

Conclusions: Parents were encouraged to participate and the records showed that, at each school, parent participation differed. However, the attainment of the objective could not be determined because of the duplicated count.

Objective: At least 15% of LEP parents participating in the program will demonstrate a better understanding of the educational system as measured by a consortium developed qustionnaire.

Findings: A questionnaire to determine parents' understanding of the educational system was not developed.

Conclusions: The objective was not met.

COUNTY OFFICE LEA

General Conclusions

County Office staff coordinated the efforts of the bilingual program for the third year of the project and was responsible for specific aspects of the program that helped to insure successful completion.

The County Office staff planned, organized and implemented inservice workshops and conferences for those schools participating in the B.E.S.A. project. Some of the workshop activities were scheduled for the school year as well as during the summer months. The workshop/conferences emphasis were directed toward the following areas: Mexican-American culture, methodology, bicultural instruction, English language development for students, and state framework guidelines for bilingual education.

A program of language instruction for teachers on waivers was organized and implemented in seven locations throughout the county in Spanish and Cantonese. A summer-session was also devoted to the learning of Spanish for teachers participating in the bilingual program. Teachers involved in these programs indicated that the programs helped them do a better job with their LEP students.

Direct assistance with the Parent/Community component, built into every school program, was another function of the County Staff. Six County Office LEA Parent Advisory Committee meetings were established and involved parents and bilingual staff throughout the consortium.

The county office staff was responsible for the managing of the total program, including the budget. The director, as well as the County Office coordinator, assisted the school staffs with the selection, purchase of materials and supplies as needed, and also provided on-site assistance when necessary.

The County Office staff provided material, inservice training, and support that was directly related to the program for the LEP students and that contributed to the achievement demonstrated by those LEP students in the schools.

EVALUATION QUESTIONS

Evaluation questions were prepared as a part of the third year evaluation of the bilingual program. Presented below are questions followed by some of the data that were collected and used to answer these questions.

1. **Was the B.E.S.A. program implemented as planned?**

   Implementation of the program at the schools was observed by the evaluators during their on-site visits. Detailed observation reports are included as a part of this evaluation report under the heading "Bilingual Program Implementation Observations." All elements of the B.E.S.A. program in the Cabrillo Unified School District, Sequoia Union High School District, and So. San Francisco Unified School District were implemented and verified relative to the curriculum. Examples of proper program implementation have been cited throughout this evaluation report. By direct observation and by a review of records the evaluators determined that the Title VII program was implemented at an appropriate level.

2. **How effective was the consortium concept?**

   The data collected by the evaluators showed that each school implemented its program according to objectives as stated. In almost all schools commonalities, such as the IDEA materials and a stress on basic English, were observed. Though there were similarities, each district maintained its individuality and implemented its own program. A unifying thread in the consortium was the attendance of bilingual staff at the County B.E.S.A. advisory board meetings as were fiscal policies which insured that compliance was observed and that funding for schools was appropriate. The consortium concept was effective in providing LEP students with appropriate support and instruction.

3. **What parts of the program were successful, what parts ineffective?**

   At all schools in the consortium a primary and extensive program of instruction in English language usage was a daily occurrence. Some objectives were attained and some were not, and individual student achievement was documented. All of the programs implemented in the schools produced some student gains and, therefore, for those students all school programs could only be termed effective.

   Worthy of note was the coordination and supervision of the program that was established at South San Francisco High School. Also to be noted in the South San Francisco School District was the strong and successful parent component. Conversely, in the Sequoia District the parent component was not a strong part of the program.

The resource center at Sequoia High School continued to be an integral part of the Sequoia bilingual program.

The integration of the program into the total school program at Cunha Intermediate School facilitated the assimilation of Hispanic students into the student body. The isolation of groups in classrooms and on the school grounds was reduced dramatically.

The Academic Improvement Class at So. San Francisco High School where students received help with their classwork after school, from 3:00 to 4:00 p.m., was an additional effort by the So. San Francisco High School staff to provide support that would increase the LEP students chances for success.

At Half Moon Bay High School the use of the County Parent/Community Consultant, who visited students' homes, did increase the contact the school had with parents, and was an attempt to reduce the truancy rate of the LEP students.

4. How effective was the program in producing positive growth in the basic skills for LEP students?

Emphasis was placed upon instruction in the basic skills of reading and language at all schools. In the Sequoia High School District, all LEP students passed their English Language skill classes with over half of the students earning an "A" or "B" report card grade. The same finding resulted at So. San Francisco High School where LEP students in the Bilingual Language Lab and English as a Second Language showed considerable success -- over 60% of the students earned report card grades of "A" or "B." At Sequoia, twenty-six senior students of the twenty-nine for whom data were collected passed all three proficiency tests which were required for graduation.

In the basic skills, gains were noted at all schools for most students. Social Studies continued to prove to be difficult for the LEP students because of the specialized vocabulary and the variety of concepts included.

Information presented in the longitudinal/comparison study section of this evaluation report indicated that some students performed at a high level academically. The group of students at So. San Francisco High School who were reclassified after two years in the program, as a group, earned a GPA of 3.0 in English classes in competition with regular program students. That accomplishment was deemed commendable.

5. **How great was the impact of the program on increasing parents' participation?**

Participation of parents was related to the amount of effort expended by a community liaison or by the project director. In the South San Francisco Unified School District, parent participation was garnered by the liaison who was active in community affairs. She organized parent advisory meetings and helped to schedule events at the schools.

At Cabrillo, the Bilingual Resource Teacher ensured that all advisory committees were organized and that there was communiation between school and home.

Program efforts to ensure parent participation were included as part of the program for each school in the consortium, though it was minimal at some schools. Although the implementation varied, all schools addressed their objectives and parents were a part of program activities.

In the Sequoia District, some parent participation was documented but was not as extensive as that which was observed in the other two districts.

6. **How well do LEP students, who exited from the bilingual program, perform in the regular classrooms?**

Data included in the report in the section entitled, "Review of Longitudinal/Comparison Data" presents information that allows conclusions about reclassified high school students and their progress in English classes. Report card grades were used as indicators of success.

- reclassified students who exited the program after one year did not equal the progress displayed by students who were reclassified after two years in the program.

- students reclassified after two years in the program generated a group GPA of 3.0 in grade 11 English classes which was considered commendable. At the same time, a group GPA of 3.0 showed that former LEP students can compete favorably with regular students in regular classrooms.

7. **What modifications must be made in the program during the ensuing years?**

At some schools, there needs to be greater emphasis on the parent component -- or the objective for individual schools, particularly in the Sequoia High School District, should be revised. In addition, with the parent component there should be a greater effort expended to maintain accurate and complete records of parent attendance and participation at Title VII program events/meetings.

At some schools the IDEA materials were not used in the prescribed manner. The diagnostic/prescriptive use of the materials was not in evidence and student profiles were not maintained. Some form of inservice for some teachers/aides might be required.

REVIEW OF LONGITUDINAL COMPARISON DATA - SECONDARY LEVEL

A longitudinal study with comparison data was prepared as a part of the evaluation of the Title VII - B.E.S.A. program. There were three separate sections in the longitudinal Study: 1) Comparison of LEP Students' English Report Card Grades and Length of Time in Program, 2) Comparison of LEP Students' Writing Samples, and 3) Comparison of LEP Students' Reading Test Scores.

Comparison of LEP Students' English Report Card Grades and Length of Time in Program:

One part of the evaluation design included plans for a longitudinal study which was to include "a review of time in the program in relation to student outcome." The analysis was planned to compare reclassified students who were in the program for one year with reclassified students who were in the program for a two year period on a measure of academic achievement.

A search of the records and discussions with the staff at one of the five high schools in the Title VII program, So. San Francisco High School, provided data for a review of student progress over time. Students in the bilingual program for the entire three years of the project were identified by reviewing the student folders maintained by the bilingual office. Report card grades for English classes were used to measure students' progress and were obtained from files maintained in the counselors' offices.

Two groups of students were identified:

Group 1: students in the bilingual program for three years, 1983-84 through 1985-86, who entered the program during the first semester of grade 9

Group 2: students who entered into the bilingual program during the first semester of grade 9 1983-84, but were reclassified and placed into a regular program during the second or third year of the bilingual program.

For the twenty-seven students who were identified as being enrolled in the program for three years, there were twenty-three for whom grades were available in the counseling office.

The records showed that there were a total of fifteen students who were reclassified at the end of the 1984-85 school year and that there were eleven students who were reclassified at the end of the 1985-86 school year. For the twenty-six students who had been reclassified, records of report card grades were available in the counseling office for twelve students.

The focus of the longitudinal review was upon those students who had been reclassified with the evaluation question stated as follows:

> **What type of report card grades in English classes did reclassified students earn when they were in competition with regular students in the classrooms?**

The report card grades in English classes were used as indicators of the students' progress as a result of their participation in the Title VII program. Grade 11 report card grades were viewed as the indicators of students' ability to compete with regular students in regular classes.

The longitudinal review centered upon the twelve Grade 11 students for whom report card grades were available. The data collected are presented below in table form.

ENGLISH CLASS REPORT CARD DATA

School Year/ Grade Level	Semester	School Year Reclassified/ Number of Students									
		1984-85					1985-86				
		A	B	C	D	F	A	B	C	D	F
1983-84 9	First	2	1	3	1	0	0	4	0	1	0
	Second	3	0	3	1	0	2	2	1	0	0
		--RECLASSIFIED-- AFTER 9TH GR.									
1984-85 10	First	2	1	4	0	0	0	0	5	0	0
	Second	2	1	2	2	0	0	0	5	0	0
							--RECLASSIFIED-- AFTER 10TH GR.				
1985-86 11	First	1	2	2	2	0	2	2	1	0	0
	Second	1	2	2	2	0	1	2	2	0	0

The data collected in the above table indicated the following:

- no "F" report card grades were reported, all students earned passing grades
- a greater number of "D" report card grades for the students reclassified after one year in the program

A statistical analysis of grade 11 report card grades for the two reclassified groups showed that differences did exist and were statistically significant.

	Number of Grade 11 Students	English Classes Combined Grade Point Average
Group 1 Reclassified after 1 year in program	7	2.29
Group 2 Reclassified after 2 years in program	5	3.00

The statistical test of the mean scores showed that the difference was statistically significant:

z = 1.85
probability = .03

Students who had been in the program for two years earned better grades in English classes in competition with regular students than those students who were reclassified after one year in the program.

While the numbers in the analysis were small, it was noted that the group 2 students, reclassified after two years in the Title VII program, earned a combined G.P.A. of 3.0 in English during grade 11, a commendable achievement.

The report card grades in grade 11 English classes for LEP students who were in the program for three years showed a combined G.P.A. of 1.3. The indication is that students remain in the program because of need. They do not demonstrate a level of achievement that would indicate that they could succeed in regular classroom situations. It appeared, then, that students remain in the bilingual program for the special help that they require.

Comparison of LEP Students' Writing Samples:

Another part of the longitudinal comparison study was a review of LEP students' writing samples in English in relation to writing samples from a group of students in the regular program. At one high school, Menlo-Atherton, the writing sample, which was a part of the proficiency testing program, provided scores for the total student body. Writing sample scores for grade 11 LEP students were used in the analysis and compared with writing sample scores for grade 11 students in regular classes. The table on the following page presents a summary of the data collected and of the statistical analysis of that data.

WRITING SAMPLE DATA

	Number of Grade 11 Students	Mean Writing Sample Scores	Mean Difference
Group I LEP Students	15	59.6	9.8
Group II Regular Students	22	69.4	

z = 1.72
probability = .04

The analysis showed that grade 11 Title VII students as a single group scored lower on writing samples than did students in the regular school program, and that the difference was statistically significant. However, an analysis of the scores of the four Title VII program students who passed the test (11 of the 15 did not pass) showed that there were no significant differences between their scores and regular students' scores who passed the test.

The finding that, for the LEP population considered as a single group, English writing skills did not equal those produced by students in regular classes does not seem incongruous. Students with limited English language skills are playing "catch-up" and two or three years in a program do not seem to equal the ten or eleven years experienced by regular students in regular school programs.

Comparison of LEP Students' Reading Test Scores:

A third part of the longitudinal/comparison study was an analysis of reading test scores for 37 Title VII students who were enrolled in reading classes that served both LEP students and regular school students. The Nelson Reading Test was administered in grade 9 as a regular part of the district's testing program and, thus, scores were available for both groups of students at Menlo Atherton High School. However, test scores were available only for grade 9 students and, therefore, the comparison between groups involved LEP students in the program for one year compared with regular students in grade 9. A summary of the data collected and the results of the statistical analysis is presented on the following page.

READING TEST DATA

	Number of Grade 9 Students	Mean Nelson Reading Scores	Mean Difference
Group I LEP Students	37	53.2	12.8
Group II Regular Students	21	66.0	

$z = 2.44$
probability = .007

The results showed that after one year in the program the LEP students' scores, as a group, did not equal those of the students in the regular school programs.

The finding, similar to the finding in the writing sample review, does not seem unusual. Students in need of special programs in English language usage would be expected to score lower than students whose primary language is English.

Conclusion:

In general, high school students who are classified as LEP and are included in the Title VII program do not generate writing samples or reading test scores that equal the level achieved by students in regular school programs. It is assumed that the LEP program is serving a need and that the LEP students remain in the program because they require additional skills in the use of the English language.

Reclassified students who were enrolled for two years in the Title VII, program and then were scheduled into regular English classes showed that they can compete favorably with regular students. The indication was that a need was being served and that, at some time for some students, the Title VII program has helped prepare students for attendance and achievement in regular school classes.

In all of the analyses it must be recognized that other non-Title VII activities and/or contacts are probably contributing to the successes enjoyed by some of the students. Because a rigid research design is not possible under present circumstances in our large high schools, uncontrolled variables necessitate caution in the interpretation of the findings.

OVERALL CONCLUSIONS

The Title VII program was implemented and programs were specifically related to the objectives as written in the proposal. The County Office Bilingual/Cross Cultural staff provided coordination of the programs at the schools and also had responsibility for fiscal management. Inservice training and conference attendance was another element provided or coordinated by county staff, and included participants from all schools in the consortium. The inservice provided for interaction among Title VII staff from the various areas in the Consortium.

The county project staff fostered feelings of unity among the consortium members by scheduling meetings where exchanges of ideas and suggestions were solicited.

Commonalities of the materials used in the classrooms were limited to the IDEA program in the elementary and junior high schools. Some of the high school staff did not use IDEA, but all had a wide variety of ESL materials in all classrooms and resource centers. Variability in the methods/materials in the teaching of ESL was observed at the high school level. The bilingual resource centers and labs, at Half Moon Bay High School, Sequoia High School and South San Francisco High School proved to be successful as strategies to assist the LEP students develop their basic English language skills.

Those resource centers in the schools were noted as being strong positive aspects of the program. Teachers, instructional aides and LEP students engaged in learning activities that were well-organized and appropriate for the LEP students. There seemed to be a commitment on the part of staff and a desire to meet the needs of the LEP students because of the wide range of materials available for use and because of the learning atmosphere that was observed in all centers. The use of peer tutors who could provide support in the LEP students' primary language was another positive aspect of the program.

There were several County Office program objectives that were not addressed by all schools in the consortium. Teaching Spanish as a Second Language and the use of the Spanish language arts curriculum was included as a part of the program at the elementary school level. LEP students enrolled in secondary schools had requirements for graduation both with courses and with proficiency tests in English that did not allow the use of instructional time for primary language instruction. It was observed that, in the case of Hispanic students, support in the students' native language was provided and that facilitated the learning process.

Accomplishments of the LEP students in increasing their abilities in English language usage were documented:

- a GPA of 3.0 for reclassified LEP students in English classes at So. San Francisco High School

- over 60% of the LEP students received "A" and "B" report card grades in the Bilingual Language Lab and ESL classes at So. San Francisco High School.

- of the 29 LEP seniors for whom information was recorded 26 seniors passed the three district proficiency tests -- reading, writing and math.

The program was designed to provide LEP students with skills in the use of the English language that would help the students compete favorably in society. The indication was that that outcome was being demonstrated by some of the LEP students.

Career education units were included at the high schools and junior high school level and showed that the LEP students had learned much about the wide variety of occupations/activities available to them. Work exploration activities at one school where LEP students were employed on a part-time basis in businesses in the community, were cited as an example of a realistic and productive part of the Title VII program. Although the number of students involved was small, the work exploration program at Half Moon Bay High School provided a means of bringing reality to the career education component.

A multicultural component was an integral part of the program. Art work, multicultural calendars, studies of cultures, student reports, wall displays and artifacts all showed the emphasis placed on the component. The B.E.S.A. program was implemented in a geographical area where there is a wide range of cultures found in every school. Because each school is a "United Nations," the variety of resources available complemented the program and helped ensure successful implementation of the multicultural component.

The commitment and enthusiasm for the multicultural component in the schools was demonstrated at Parkway Junior High School by students and staff. With the cooperation of local community members the school was able to arrange for an exchange of student work between Parkway and schools in South and Central America. Student art work and essays were sent to schools in Argentina and Panama and students from those countries sent art and essays to Parkway. The integration of the multicultural activities into the total school program resulted from the efforts of the B.E.S.A. staff and students.

Some of the schools initiated activities in order to provide additional educational services for the LEP students. The Academic Improvement Class at So. San Francisco High School was one such effort. After school, from 3:00 to 4:00 p.m., LEP students who participated received individual help, or tutoring, with classwork or homework that proved to be difficult for them to complete without help. The effort helped to ensure that LEP students or reclassified LEP students could compete favorably with regular students in regular classes.

OVERALL RECOMMENDATIONS

After a review of the data, observations and discussions with bilingual staff, the following recommendations are presented:

- In some schools the IDEA materials were not used in the prescribed manner. It is recommended that the use of IDEA be reviewed and that, if necessary, some form of inservice or assistance be provided for teachers and aides in the most effective use of the IDEA program.

- Some very effective programs/activities were observed in some of the consortium schools. It is recommended that a process be developed so that all B.E.S.A. staff are made aware of the most beneficial aspects of school programs.

- At some schools data collection for the parent component was not complete. It is recommended that the evaluators provide some form of training session prior to the compilation and reporting of data related to the parent/community component.

- Achievement test scores for LEP students resulting from school or district testing programs, in many cases, are not an accurate measure of student performance level. It is recommended that the County Office staff and the evaluators together explore the availability of appropriate instruments or procedures to measure the achievement level of LEP students.